Supervisory Strategies in Core Reflection-driven Discussions for EFL Teachers' Professional Development

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Abstract
Forty general English teachers at the university level attended three supervisory sessions. The qualitative data were collected through a triangulation of various techniques, including: pre/post-supervision semi-structured interviews, classroom observation checklists, reflective journals, field notes, and transcriptions of audio-recorded data from supervisory meetings. Thematic analysis was used to identify recurring themes at each layer of the onion model. The Chi-square analysis revealed a significant difference between teachers' attitudes and strategies before and after the supervisory meetings. The results demonstrated that teachers experienced a process of growth with a developmental trajectory from the outer layers to the inner layers of the onion model fostering the core qualities of self-confidence, self-efficacy, self-awareness, and autonomy. Furthermore, the analysis indicated that the supervisor played a significant role in teachers' development by using supervisory strategies such as: empathetic listening and accepting the problems, empowerment by activating core qualities, giving attention to inner obstacles, giving balanced attention to cognition, emotion, and motivation, and help to get autonomy in core reflection. The findings support making deliberate efforts to establish regular supervisory practicum meetings as part of academic professional culture, and the core reflection approach as a valuable strategy.

Keywords: Core reflection, language teacher development, onion model, reflective teaching, supervision, supervisor

Introduction

Worldwide, reflection is considered to be a crucial part of a teacher's competence (Loughran, Keast, & Cooper, 2016). Interestingly, there is not much strong research supporting claims about the benefits of reflection, but it is generally assumed to enhance teacher learning, to improve teacher behavior, and to strengthen the connection between theory and practice (Lyons, 2010). Recently, a new approach to reflective practice, namely *core reflection* (Korthagen, 2014, 2016, 2017; Korthagen & Vasalos, 2005, 2010), has begun to gain momentum. The approach takes teachers' core qualities and ideals as the starting point for reflection, and links the professional and the personal in teacher development (Korthagen, 2014).

Although the literature has established the effectiveness of this model in deepening teacher reflection and promoting development (e.g., Hoekstra & Korthagen, 2011; Impedovo & Malik, 2016; Ruit, Korthagen, & Schoonenboom, 2019 to name but a few), practical experiences with

promoting reflection reveal a number of areas that need to be further explored (Korthagen, 2017). One of those under investigated issues is the significance of supervisory contribution to teachers' development through the process of reflection.

Previous research has documented a path of successive stages in teachers' personal and professional development and has demonstrated how teachers' developmental trajectories concur with core reflection theoretical framework (Adams, Kim, & Greene, 2013; Korthagen, & Zwart, 2013; Hoekstra & Korthagen, 2011; Korthagen, Kim, & Greene, 2013; Meijer, Korthagen, & Vasalos, 2009). However, the question of how supervisory interventions bring about that development still remains to be addressed. Based on this, the present study investigated the role of supervisor and supervisory interventions through the core reflection process in the professional development of Iranian English teacher.

Literature Review

Reflection is a well-known notion in teacher education which is defined as "action based on the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (Dewey, 1993, p. 9). Thus, a reflective teacher is one who comes up with some ideas as to how to improve his/her performance to enhance students' learning, and puts those ideas into practice.

The development of a distinct type of reflection; that is, *core reflection*, started with the observation that when confronted with a problem, practitioners habitually tend to focus on finding a 'quick fix' – a rapid solution for a practical problem – rather than shedding light on the underlying issues determining the situation at hand (Korthagen, 2014). While this might be an effective short-term measure in a hectic situation, there is a danger that one's professional development may eventually stagnate (Korthagen, 2016). In order to arrive at new behavior, a deeper type of reflection which has been called *core reflection* is crucial (Korthagen, 2014, 2016, 2017; Korthagen & Vasalos, 2005, 2010). In core reflection, teacher growth is a matter of reflection on one's inner potential and overcoming inner obstacles which takes place through a cyclic phase model of supervision under the instruction and guidance of an experienced supervisor in practicum sessions (Korthagen, 2014, 2016, 2017).

The processes and outcomes of core reflection in students, school leaders, and teacher educators have been analyzed in various research studies showing that the approach leads to deep learning processes with enduring behavioral changes (e.g., Adams et al., 2013; Hoekstra & Korthagen, 2011; Korthagen et al., 2013; Meijer et al., 2009). Nevertheless, the supervisor's strategies and interventions leading to those developmental transitions and processes have not yet been extensively studied.

In particular, in the Iranian context, the core reflection approach has received scant attention. The slim body of research on reflective practice in this context has mostly focused on the relationship between reflection and issues other than supervision and teacher development such as graduation degree and nationality (Marzban & Ashraafi, 2016), years of professional experience (Khoshsima, Shirnejad, Farokhipour, & Rezaei, 2016), willingness to communicate and intrinsic motivation (Zohrabi &Yousefi, 2016), integrating theoretical knowledge with pedagogical practice (Khazaeenezhad, Tavakoli, & Amirian, 2018), and so forth. Hence, there is a clear need for an in-depth analysis of the way the core reflection approach to supervision works out in practice in this context.

Intended to narrow these gaps, the aim of the present study was to determine which aspects and characteristics of the core reflection supervision contributed to the Iranian EFL teachers' professional development. To this end, the following research questions were formulated:

RQ1. Does the supervisor's role during the core reflection process affect Iranian English teachers' professional development?

RQ2. What supervisory strategies promote Iranian English teachers regarding their professional development during the core Reflection-driven discussions?

Method

Participants

The participants in this study were 40 Iranian EFL teachers who were of both genders (22 female and 18 male) with an age range of 23 to 45. They all had the same level of academic education (MA degree in TEFL) and their range of teaching experience was 2 to 10 years. All of them came from similar sociocultural background and shared Persian as their mother tongue. At the time of the experiment, all the participants were teaching general English courses to non-English majors at various public universities, Islamic Azad universities, or higher education institutes located in the metropolitan city of Shiraz.

Instruments

A combination of qualitative data collection tools including reflective journals, fieldnotes, and audio-recorded data from supervisory meetings were used in the study, all of which are among the most common and prevalent techniques of qualitative data collection (Dörnyei, 2007; Mackey & Gass, 2016). The aim of employing a combination of data collection tools (i.e., *triangulation*) was to ensure the validity and reliability of the research (Riazi, 2017). Triangulation is an important factor in qualitative paradigm because it can aid in credibility, transferability, confirmability, and dependability in qualitative research (Mackey & Gass, 2016).

Furthermore, the *auditing* technique was utilized as a way of ruling out misinterpretation of ideas and boosting the credibility of the results (Riazi, 2017). Auditing conducted on an external basis, which has also been referred to as *peer-review* or *peer-debriefing* (Dörnyei, 2007; Mackey & Gass, 2016), involves formal and systematic review carried out by experts with no vested interest or involvement in the conduct of the research.

Procedure

Supervisory intervention procedure

The supervisory intervention consisted of three meetings over the course of one academic semester which took place approximately every three weeks. The meetings were held at the universities and institutes where the participants taught. Each meeting lasted around one and a half to two hours.

In the first supervisory session, after an exchange of pleasantries, one of the researchers of the study proceeded to outline the general aims and procedures of the study. The researcher also informed the participants that the conversations were recorded and asked them to talk one at a time in order to avoid technical issues. Furthermore, the researcher made it clear that the discussions were about personal views and experiences; and therefore, there were no right or wrong viewpoints.

After the briefing, the researcher introduced the supervisor to the participants (henceforth, supervisees) as the instructor who was supposed to coach them through the core reflection process. The role of the supervisor was undertaken by an experienced senior professor in the field of ELT who was quite knowledgeable about the insights and principles of core reflection and kindly accepted the researchers' request to take part in the study.

After briefing the supervisees, the supervisor took the lead of the discussion and began her supervisory procedure following the phase model of core reflection (Korthagen, 2014, 2016, 2017; Korthagen & Vasalos, 2005, 2010). The intended processes in the phase model are schematically represented in Figure 1.

Figure 1
Korthagen's (2014) phase model of Core Reflection.
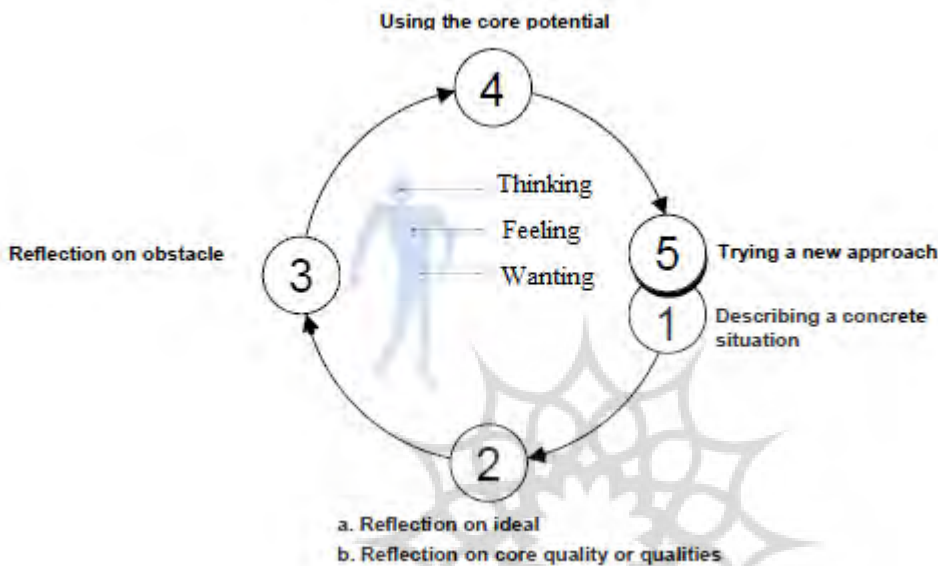
According to the phase model, in dealing with problems, lingering too long in phase 1, *namely describing a concrete situation*, is wrong and detrimental because this creates a tunnel view and a tendency to think about solutions. The essence of core reflection supervision is to go deeper, and to draw on the person's core potential. Therefore, after a brief description of the problem, phase 2a; that is, *reflection on ideal* is easily reached through questions such as: "What do you think in the situation?" "How do you feel in the situation?" and "What would be your ideal in this situation?" When the supervisees are in touch with the ideal, their core qualities can be named by the supervisor as well as the supervisees themselves (phase 2b: *reflection on core qualities*). When the supervisor brings in core qualities s/he perceives in the supervisees it promotes their awareness of these qualities. It is also important that supervisees name such core qualities themselves so that they can feel the power of their ideal.

After the supervisees feel their inner potential in phase 2, is it fruitful to start looking for possible inner obstacles to the enactment of the important core qualities (phase 3: *reflection on obstacles*). This leads to deeper reflection, and often creates a broader view of the problematic situation than before. At this stage, the focus is not so much on solving the problem, but the process aims at a different kind of experiencing oneself. As a result, the relationship between the person and the problem changes. The supervisees then feel what they want to do, and the will to act upon this awareness is evoked (phase 4: *using the core potential*). As a result of such awareness and drawing on the core potentials, the supervisee eventually starts out to trying new approaches in dealing with the concrete situations that may occur in class (phase 5: *trying a new approach*). The new behavior resulting from this process is often of a completely different nature

than could have been found through a rational analysis of the problem and through searching for a solution. The behavior becomes the natural result of alignment of the onion layers (Korthagen, 2014, 2016, 2017).

The supervisor tailored the described situations to the phase model by supervisory interventions. During the processes, the supervisor and the supervisees reflected on these interventions, their influence on the supervisees' learning processes, and their possible translation to situations in their classes. The supervisor and the supervisees did several role-plays to promote the transfer to practice and to stimulate the supervisees' self-directed professional learning.

Data Collection Procedure

Reflective journals in this study were required to address specific points, including how well the supervisees had followed the supervisor's guidelines on different phases of the core reflection model, what were the supervisees' perspectives on their strengths and weaknesses and their dilemmas, whether or not they took advantage of core qualities in tackling the problems in class. They were encouraged to schedule regular times for writing their journals and to keep a notebook or a personal digital assistant with them to jot down insights as they occurred and transfer them later to the journal. Three reports were written by each supervisee directly after each supervisory meeting which were hand-delivered or emailed to the researcher.

The field notes and audio data were recorded by the first researcher who was present in the supervisory meetings as an *observing participant* (e.g., Dörnyei, 2007; Mackey & Gass, 2016). The field notes included descriptive information about factual data (e.g., date and time of the meetings) along with the settings, actions, behaviors, and conversations that were observed; and reflective information about thoughts, ideas, questions, and concerns during the discussions.

Data Analysis Procedure

The analysis of the abovementioned data cohorts was guided by grounded theory procedures and particularly, thematic analysis (Braun & Clarke, 2006; Clarke & Braun, 2014). Thematic analysis is a very widely used and recognized method in humanities and social sciences which involves scanning the data for themes and relationships among those themes, and developing and modifying hypotheses on the basis of those data (Rubin & Rubin, 2005).

To conduct the thematic analysis, first the audio-recorded data were transcribed verbatim. In order to protect the interviewees' anonymity and to ensure confidentiality, numbers were assigned to the supervisees. Thus, each supervisee was identified with the abbreviation ET (standing for English Teacher) accompanying a number (e.g., ET#10). Also, the supervisor was abbreviated to S. Then the transcriptions along with the field notes were typed out using the Word processor and were analyzed drawing on Braun and Clarke's (2006) six-phase approach to coding and theme development (familiarization, coding, searching for themes, reviewing themes, defining and naming themes, and writing the report).

Results

Throughout the thematic analysis, instances in the supervisors' utterances, comments, and suggestions were grouped into themes which are represented in Table 1. The table also connects the supervisory interventions used by the supervisor to the phases of the phase model of core reflection supervision.

Table 1
Recurring Themes Indicating the Supervisor's Role in Supervisees' Development

Supervisor's Intervention	Stage at the Phase Model
Empathetic listening and accepting the problems	Phase #1: Describing a concrete situation
Empowerment by activating core qualities	Phase #2: Reflection on ideals and core qualities
Giving attention to inner obstacles	Phase #3: Reflection on obstacles
Giving balanced attention to cognition, emotion, and motivation	Phase #4: Using the core potential
Help to get autonomy in Core Reflection	Phase #5: Trying a new approach

Empathetic listening and accepting the problems
     A major recurring theme in the data was supervisor's strategy as someone who listens empathetically and accepts the problems. The analysis showed that the supervisor used this intervention strategy more often at the first phase of the supervision cycle, namely *describing a concrete situation*. In other words, when the supervisees started opening up and talking about their problematic experiences, what the supervisor did was listen, accept, and give empathetic feedback to them. The following scenario provides an example of the supervisor's empathetic listening and understanding while a supervisee was talking about a problem she had in her class:
S: *Oh, I see. I understand that you began feeling a bit uncertain when the students said that the exercise wasn't part of the homework assignment.*
Later on, after the supervisory session, the same supervisee reported in her journal:
ET #12: *I liked the meeting because of its supportive atmosphere. The supervisor was very understanding. She made me feel it was okay to have problems.*
     As Korthagen and Vasalos (2005) suggest, this corresponds to the core reflection idea that a crucial consequence of supervisors' presence in the supervisory situation is that they can promote the participants' development by their ability to understand in profound ways. They highlight the role of *empathy* as a fundamental intervention in supervisory conferences which has to do with an explicit understanding of how another person feels, and being able to put a name to what triggered those feelings (Korthagen & Nuijten, 2017).
     The following excerpt shows another example of how supervisor's empathetic response made the supervisee feel comforted and secure.
S: *I know it's not easy to handle such embarrassing situation because I have faced it myself. If I were in your shoes, I would have thought the students were being cheeky too!*
This feedback was later reflected upon in the same supervisee' journal as follows:
ET #28: *The supervisor said that she had the same experience before. It's good to know that such a competent professor had the same problems t.*
     An interesting point that is implied in this scenario is that the supervisor made use of "self-disclosure" (Korthagen & Vasalos, 2005, p. 59) by sharing parts of her own struggle. When the supervisor discloses information about herself, it helps to establish a connection with the supervisee (Korthagen & Vasalos, 2005, 2010). Another implication of the above excerpt is the establishment of *trust* which is an important contribution of the supervisor's empathetic feedback to the supervisees' development and awareness (Korthagen, 2014). Empathy and listening without judgment lead to building trust (Korthagen, 2016, 2017).

Empowerment by activating core qualities

Another recurring theme in the data was titled as *empowerment by activating core qualities*. This theme corresponded to the second phase of the supervision cycle. At this phase the supervisor supported the actualization of core qualities or personal strengths because a focus on core qualities and ideals creates a deeper connection with the potential , and helps the teacher become aware of what is inhibiting this potential (Korthagen & Vasalos, 2005).

The following fragment provides an example of this intervention. In this scenario, the supervisee disclosed that she felt she did not have any authority in her class but her ideal was being self-confident enough to control. The dialog demonstrates how the supervisor's encouragement helped the teacher realize her core qualities and convinced her that she had the potential to change.

S: I find it interesting to address your core qualities: I see a lot of excitement in you as you are talking about the students and how you stimulate them. Also, I see the quality of involvement.. So now, I'm curious: what does it do to you to see these qualities in you?

ET #15: Well, I've never thought of this before! Apparently, I've done something that made it go well. It reassures me that it's not a coincidence if it should happen again.

S: So we might say that it is important to perceive and recognize these qualities.

ET #15:I feel so now, yes. And I like this, I mean, I can think about the situation from a different angle.

S: Just stick to that insight for a moment. You are used to dwelling on the feeling of chaos in your class. If you have this confidence that everything would be okay because you are a competent and caring teacher with a great sense of responsibility who can motivate her students then will your perception change?

ET #15: It gives such a peace of mind!

S: Concentrate on this and see, what is it, what is there that makes you start to feel that peace of mind?

ET #15: Well, Ah… that's self-confidence.

The above excerpt illustrates an important shift in the supervisee's perception of the events that happened in the classroom because in the supervision dialogue the resourceful aspects of the problematic situations were deliberately being highlighted. This challenged the supervisee's tendency of fixating all of her attention on the problematic aspects of the situation. Also, the growing awareness of her inner resources had a palpable impact on the supervisee's development. The following quote from the same supervisee's journal may further illustrate those positive effects:

ET #15: This ability to identify core qualities is truly life-changing. That helps me get out of the negative spiral. I developed more self-confidence.

An interesting point to consider in the above scenario is that the supervisee who had never been aware of her inner potentials suddenly became aware of such core qualities during Phase 2 of supervision. This reflects Korthagen and Vasalos (2005) insight that often limiting beliefs or images have repressed important core qualities.

Giving attention to inner obstacles

The analysis revealed another recurring theme in the data, namely *giving attention to inner obstacles.* The following excerpt from the data illustrates how a supervisee's awareness of her inner obstacles was raised through supervisory dialogs.

ET #35: I always want to be innovative . But the students just really don't seem to care about that. So, I lose my enthusiasm.
S: That may happen for any teacher and it is quite normal to feel that way. But you should know such feelings is part of accepting yourself.
ET #35: Yes, I understand.
S: However, you are such a passionate, and responsible teacher.
ET #35: Thanks! Yes, I really love my job.
S: Can you feel the power of those core qualities right now?
ET #35: Ah ... I don't feel powerful. How can I change the students? That's beyond my power!
S: Do you see how you are blocking the feeling of your own strength now?
ET #35: No, would you please explain more?
S: You are reflecting on your problem too much. Is all that thinking about the problem and trying to find a solution helping you in feeling your strength? You are ignoring your strengths. Your negative belief is just a mental construct.
ET #35: Yeah! So true!

In the above scenario, the supervisor started her intervention by giving an empathetic feedback and then she followed the core reflection cycle by naming the supervisee's core qualities. Further, the supervisor detected the supervisee's negative feelings and inner obstacles. She helped the supervisee discover that she can just feel such feelings. This awareness had a positive impact on the supervisee which was later reflected in her journal:

ET #35: Now, I've come to an understanding that this thought is a misconception, which only has an effect if I believe in it.

This quote is a clear evidence that through the supervisory sessions the supervisees became aware of a number of barriers and the supervisor's awareness-raising about those inner inhibiting feelings helped the supervisees overcome obstacles.

Giving balanced attention to cognition, emotion, and motivation

Another major recurring theme in the data was supervisor's role in *giving balanced attention to cogniton, emotion, and motivation*. The balanced focus on thinking, feeling, and wanting on one hand and acting on the other hand is a fundamental basis of the core reflection approach (Korthagen & Vasalos, 2005). According to Table 1, this supervisory intervention corresponds to the fourth phase of the phase model, namely *using the core potential* or in Korthagen and Nuijten's (2017, p.7) terms, "using the elevator".

The following excerpt from the data provides an example of how the supervisor tried to show the supervisees that effective reflection is not only about thinking but also emotions and motivations.

S: .... from what you told us I can say that you respect your students very much. Do you agree that showing respect is really important?
ET #5: Oh, yes! I wouldn't take them so seriously.
S: I would say so, too.
ET #5: That's true. [Awareness of thinking]
S: So, now you are explicitly aware of certain core qualities. How does this make you feel, being aware of this and seeing the effects of being conscious?
ET #5: A feeling of comfort and calmness; this is indeed reassuring. [Awareness of feeling]
S: So, remember that if you ''know'' your core qualities, you have to learn to ''feel'' them as well.
ET #5: Yes, yes. I got it!

S: And you have to consider that as a powerful tool that can help you reach your ideal. [Awareness of wanting]
ET #5: Yes, I can see it now.

From the above excerpt it is evident that, cognitively, the supervisee recognized the core quality in herself but it did not seem to touch her emotionally. The supervisor made her feel the effect of such quality and the strength of this effect.

Making a balanced connection among thinking, feelings, and wanting was not only confined to the supervisees' core qualities and positive strengths; negative feelings and inner obstacles were also under the attention. The following excerpt from a supervisee's journal illustrates how the supervisor attempted to show that even negative and inhibiting feelings needed to receive balanced attention in reflection processes.

ET #31: I told the supervisor that I felt too inexperienced to manage this class. The supervisor told me that I had to be aware of the constraining impact of that limiting belief. She asked me about my core qualities and ideals. The supervisor helped me analyze my feelings and realize that I felt that way because all my colleagues at university were older than me. She mentioned that I couldn't earn ten years of experience over a night and I didn't even need to. Today I entered the classroom a lot more positively.

In the above journal entry the supervisor's role in connecting cognitive, emotional, and motivational aspects is evident. At first, the supervisor exhibited the importance of supervisee's cognitive awareness about her inhibiting feelings. Then she activated the supervisee's core quality and ideal and coached the supervisee into reflecting on her feelings. Finally, the awareness of the strong connection between cognition and affect contributed to developing the will to reconnect with personal and professional strengths and to deconstructing negative beliefs.

Help to get autonomy in core reflection

Another conspicuous theme, particularly observed in the data collected from the last supervisory session, was supervisor's role in helping the supervisees to *get autonomy in core reflection*. Korthagen (2014, 2016) emphasizes that in the supervision of practitioners, it is not enough for supervisors to help them go through the phase model, which he calls "helping to reflect" (Korthagen, 2014, p.80). Rather, he emphasizes that the more important point to consider is "helping to learn *how* to reflect". The following example demonstrates how the supervisor coached the supervisees to develop autonomy in core reflection.

ET #11: I'm sitting there feeling stressed because I only have one hour to prepare lessons.
S: Yes, you're creating your own stress.
ET #11: Yes, and then I think what I do want is quiet. The feeling of "oh, I actually have one whole hour, what kind of interesting things I can do in one hour!". I tell myself: "I have a whole hour to think of something great to do in that lesson!" That insight gives me so much energy. I am aware that the stress for time is just an inner obstacle that I should overcome by envisioning.

In the above excerpt, it can be observed how the supervisee was not only able to autonomously translate her subject matter knowledge into an inspiring lesson, but also how much she was really aware of her negative inhibiting feelings as well as her ideals.

Overall, analyzing the supervisory conversations and journals revealed that the supervisor's role in raising the supervisees' awareness was conspicuous. It also became clear that this awareness raising helped the supervisees become self-directed and autonomous in core reflection practice.

Discussion

The thematic analysis of the data from supervisees' reflective journals and transcriptions of supervisory sessions revealed that the supervisor played a significant role in professional development by empathetic listening and accepting the problems, empowerment by activating core qualities, giving attention to inner obstacles, giving balanced attention to cognition, emotion, and motivation, and help to get autonomy in core reflection.

In line with previous research findings, the current results seem to confirm the effective contribution of supervision in promoting teachers' professional development (Adams et al., 2013; Hoekstra & Korthagen, 2011; Korthagen et al., 2013). By reflecting on their experiences, students gradually apply theoretical concepts to their practice (Turunen & Tuovila, 2012). The supervisory meetings offers many opportunities for "learning by modeling" (Hoekstra & Korthagen, 2011, p. 89). A positive learning climate for teacher learning is created in which the supervisor makes her own interventions explicit, as well as the rationale behind the interventions (Darling-Hammond & Richardson, 2009). The supervisee can experience the impact of certain supervisory interventions. Lunenberg, Korthagen, and Swennen (2007) call this *explicit modeling* and emphasize the importance of this strategy for learning.

One-sided focus on cognition and rational thinking to find solutions for problems does not suffice and more unpredictable passionate aspects of learning and teaching should be taken into account (Adams et al., 2013; Ruit et al., 2019; Zwart et al., 2015). Giving attention to personal qualities appears to be only a short-term effect (Korthagen, 2014, 2016, 2017; Korthagen et al., 2013), the supervisor also acquainted the supervisees with inner obstacles inhibiting their strength and hampering core qualities and ideals (Korthagen & Nuijten, 2017). Another critical role of the supervisor was training the supervisees how to *use the elevator* (Korthagen & Nuijten, 2017, p. 7) or to move back and forth between the three dimensions of thinking, feeling, and wanting that stimulates a powerful "inner movement" (*flow*) in the person, in which the three dimensions become interlinked (Korthagen & Zwart, 2014, p. 29). Finally, the supervisor gave them awareness of the underlying principles of the reflection process which enabled them to become autonomous in core reflection.

The findings are firmly supported by insights gleaned from positive psychology (Boniwell, 2012) in which the central focus is on strengths rather than deficits. A focus on failures and inadequacies is counterproductive to creativity (Seligman, Steen, Park, & Peterson, 2005). As positive feelings leads to an increase in the use of personal resources and creativity. Hence, it is important to promote this awareness (Dewaele, Chen, Padilla, & Lake, 2019; Le Nguyen & Fredrickson, 2017; MacIntyre, Gregersen, & Mercer, 2019).

The supervisor's strategy of activating core qualities concurs with above arguments in positive psychology describing how positive emotions have a complementary effect. Hence; the supervisee becomes able to use her/his own personal qualities to optimally connect the demands of the situation with her/his inner capacities.

Conclusion

The current study explored the way the core reflection approach to supervision works out in practice. The findings confirmed that the core reflection supervisory sessions provided opportunities for genuine reflective conversations during which the teachers examined their behaviors, beliefs, values, and emotions in such a way that they eventually became able to approach their teaching in a somewhat different way. Thus, the findings support making deliberate efforts to establish regular supervisory practicum meetings as part of academic professional culture, and the core reflection approach as a valuable strategy.

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