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Self-Assessment and Training: Guidelines for Pedagogical Supervision by Yamina Bouchamma, Marc Giguère, and Daniel April is the second of two companion volumes published by this three-author team from the Department of Foundations and Practices in Education at Université Laval. The wide array of tools, guidelines, and reflective exercises catalogued in this compact manual are designed to support the supervisory practices of principals and other educational leaders based on insights generated from a 2014-2017 research-action-training project sponsored by the Quebec Ministries of Education and Higher Education published in the team's earlier volume: *Pedagogical Supervision: A Competency Standards Framework* (Bouchamma et al., 2019a). The eight chapters in this practice-focused second book (Bouchamma et al., 2019b) fall into three larger categories within their pedagogical supervision framework: (a) foundational ideas are reviewed in chapters one through three, (b) four broad competency areas are detailed in chapters four through seven, and (c) self-evaluation for individual professional learning is featured in the final chapter.

The three introductory chapters draw from the previous volume to clarify the meanings of their framework's two paramount concepts – *competency* and *pedagogical supervision* – to establish the base from which the authors then illustrate and define what they consider to be the (a) core, (b) pedagogical, and (c) human relations skills required for effective teacher supervision in the remainder of the book. Within their framework, competence is defined as "a complex *know-how-to-act* in a concrete professional context" that intentionally integrates knowledge, skills, attitudes, and professional learning toward competent professional actions (Bouchamma et al., 2019b, p. 3). The area of competent professional action, in this case, is pedagogical supervision: "an approach characterized by discussions with a person or group of persons," designed "to enhance ongoing processes and actions and to introduce the necessary changes to attain the desired outcomes," so as to improve educational services for students and to optimize their academic achievement (Bouchamma et al., 2019b, p. 5). As practitioners work through the multitude of testimonials, checklists, and other tools provided in the central portions of the training manual, they may wish to bookmark and frequently return to these undergirding definitions and their respective schematic illustrations brought forward from the previous volume. Key elements of the concept of competence are helpfully displayed in Figure 1.1 and five components of pedagogical supervision are effectively portrayed in Figure 2.1.

In prelude to the organizational system employed in the remainder of the book, Chapter Three's summary of Bouchamma et al.'s, (2019a) three supervisory skill sets is presented in just one comprehensive figure and two-word tables. The five pages in this slim chapter define and then itemize two types of supervisory competencies (pedagogical skills and human relations skills) along with six core skills (leadership, method, cooperation, communications, ethics, and emotional intelligence). Spread over three pag-

es, Table 3.3 Competencies of the Effective Supervisor provides a complete inventory of the framework's 23 pedagogical and 33 human relational skills categorized within the six core skills. This inventory of skills frames the more detailed information provided in the remainder of the book.

The four chapters at the centre of the manual focus on the competence areas the authors argue are required in pedagogical supervision (a) to have *knowledge for* effective supervision, (b) *to do* effective supervision, (c) *to be* an effective supervisor and (d) *to become* an effective supervisor. Several elements of the pattern used in Chapter Four's presentation of the two types of knowledge required for effective supervision—*pedagogical knowledge* and *knowledge of human relations*—are repeated within subsequent chapters. Each of these four chapters is divided into two sections: one focused on pedagogical knowledge and the other on human relations. Subsections then feature testimonials from supervisors who participated in the 2014-2017 research-action-training project, guiding questions, and self-evaluation checklists, exercises that can be undertaken in formal and informal learning settings, and knowledge syntheses from the authors. For example, the knowledge of pedagogical supervision in Chapter Four addresses five pedagogical skills, one of which is "Know the Personal and Professional Profile of Each Supervised Teacher" (p. 23). Five short supervision testimonials are followed by the question: How far do these testimonials reflect your experiences?" Readers are then directed to three separate, but related reflective checklists.

A similar pattern unfolds in the next and longest chapter, titled The *Know How to Do* Every Supervisor Should Possess. Twelve *how to do*s are required within Section 5.1: Pedagogical *Know How to Do.* The 12 skills are further categorized into core skill sub-sets of leadership (3) method (7), and co-operation (2). Section 5.2: *Know How to Do* in Human Relations is made up of no fewer than 18 *how to do*s within five core skill sub-sets: leadership (4) methodology (6), cooperation (1), communication (1), and ethics (6). It is not surprising to find an abundance of information on how to do supervision. Much of what is shared, the testimonials, the 43 checklist tables, and the research syntheses, is very useful. The guiding questions and exercises may be similarly helpful to practitioners. However, the sheer volume of suggestions about what to do to improve educational services for students and to optimize their learning may be intimidating and perplexing to school leaders who are already stretched by work intensification in uncertain and changing social, economic, and political contexts.

The flow of information slows dramatically in the next two chapters, which address aspects of *being* and *becoming* an effective pedagogical supervisor. Just two pedagogical *know how to be* skills are listed in Chapter Six and both of these fit within the ethics core competency. Moreover, the nine *soft* skills enumerated in the chapter's human relations domain fit in the overlapping core skill areas of social, cooperative, and emotional intelligence. The four pedagogical *how to become skills* and the single human relations skill identified in Chapter Seven provide a calming contrast to the technical, complex, and time intensive lists of tasks that populate Chapter Five.

Guidelines for Pedagogical Supervision will serve practitioners very well as a supervisory playbook when used as a reference for individual, group, or larger scale professional learning. In cases where the guidelines, tools, reflective questions, and self-assessment tables are understood and enacted within Bouchamma et al.'s overall competency framework, the book's impact will be magnified. Operating with attention the conception of competence as "a complex *know-how-to-act* in a concrete professional context" (p. 3), will be a key success determining component. Pedagogically intentioned supervisory leaders who turn toward thoughtful actions and relational ways of being will be more likely to sponsor improved educational services and improved educational outcomes.

References

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