

# Beliefs and styles of supervision of teachers teaching practice supervisors: Results in exploratory sample [Creencias y estilos de supervisión de profesores supervisores de prácticas: Resultados en una muestra exploratoria]

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This article investigates the predominant supervision styles and the relationships between beliefs and styles of supervision in the practical component of initial teacher training. The research considers a concurrent mixed design which, by means of questionnaires and interviews, is applied to 12 supervisors of teaching practices in service. Cluster analysis and content analysis were performed to obtain specific data. The results indicate that among practice supervisors there is a dominant collaborative style, with directive connotations; however, the notion of teaching professionalism is still blurred due to inconsistencies between their beliefs on their professional role as trainers; the very domain as expert; and the main style of supervision.

Initial teacher training

Leadership pedagogical

Pedagogical practices