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## **Transformation of the Educational Supervisory Teaching Profession: from a Dialogic Relationship**

### **ABSTRACT**

At present, educational supervision requires teachers capable of transforming their pedagogical praxis to attend with great human quality the dialogic relationship with students in order to strengthen the teaching and learning processes. The present research is immersed in the qualitative paradigm and the assumed method is the bibliographic one, as an instrument the file was used for the organization of the documents and the technique was the content analysis, from the revision of the interactive, dialogic and loving relationships that the teacher propitiates when fulfilling functions of Supervisor for the integration of all the social actors that make life in the institutions. The argumentative purpose of the study was to study the work of the educational teacher who performs the functions of Supervisor from a dialogic and loving relationship. For this purpose, supervision and the role of the teacher with these functions were approached in the educational context by virtue of the appraisals of the different authors consulted. Among the most important results, it can be mentioned that the transforming supervision function from a human, dialogic and loving perspective is a significant institutional strength. As a conclusion, it was stated that teachers with the function of supervising in their actions, promote a pedagogical orientation, where there is an articulation between the cognitive and the emotional. The integral formation that they must provide, from a process of liberation and autonomy, with a disposition to dialogue, is a strength that encourages the participation of teachers and students in the institutions.

**Keywords:** Teacher Supervisor, Education, Education, Training, Transformation, Dialogic Relationship.

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