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PERCEPTION OF SD ISLAM PLUS TEACHER ASSYAHIRA AMKA ON INDIVIDUAL CONFERENCE TECHNIQUES IN SUPERVISION

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ABSTRACT

Academic supervision is expected to support teachers' professional development through reflective and collaborative learning processes. However, supervisory practices in schools are still frequently dominated by evaluative and administrative approaches that limit teachers' opportunities for pedagogical reflection. This study aimed to analyze teachers' perceptions of individual conferences as epistemic reflective practices in academic supervision and to examine how these processes support the construction of pedagogical knowledge and professional reasoning. The study employed an interpretive qualitative approach using an epistemic case study design. Data were collected through semi-structured interviews, supervision documentation, supervision follow-up records, and instructional administration documents involving senior, junior, and novice teachers at SD Islam Plus As Syahira Amka during the 2025/2026 academic year. Data were analyzed using epistemic thematic analysis through open coding, reflective theme categorization, epistemic interpretation, and comparative analysis based on teachers' professional experience. The findings revealed that individual conferences functioned as epistemic reflective spaces that encouraged teachers to evaluate instructional experiences, reconstruct pedagogical understanding, and strengthen professional awareness through reflective dialogue. Supervisory interactions also promoted collaborative meaning making, pedagogical knowledge negotiation, and the development of professional reasoning. Differences in professional experience influenced the depth of reflection and the forms of pedagogical reconstruction demonstrated by teachers. The study further identified epistemic barriers, including anxiety, limited supervision time, and hesitation in expressing instructional difficulties. Overall, the findings indicate that individual conferences contribute significantly to the development of reflective, humanistic, and knowledge-construction-based academic supervision practices in elementary schools.

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1. INTRODUCTION

Academic supervision plays an important role in improving instructional quality and teachers' professional development in elementary schools. Changes in student characteristics, curriculum development, and the demands of 21st-century learning require teachers to possess strong reflective abilities and pedagogical reasoning in managing classroom instruction. The perspective proposed by Huffhines et al. (2024) positions reflective supervision as a professional process that encourages teachers to engage in deep reflection through collaborative and supportive relationships. In a similar direction, Mitchell et al. (2025) highlighted that reflective supervision contributes to the development of teachers' professional awareness through dialogue and continuous evaluation of instructional experiences. These perspectives indicate that academic supervision should be understood as a professional learning space rather than merely an administrative activity. The implementation of academic supervision in schools is still largely dominated by evaluative and administrative approaches. Teachers are frequently positioned as objects of assessment, causing supervision practices to become formalistic and limiting opportunities for meaningful pedagogical reflection. The study conducted by Wilson et al. (2018) revealed that supervisory relationships lacking emotional and relational sensitivity may hinder teachers' reflective openness. Empirical findings reported by Gazzola et al. (2013) further demonstrated that limited time, work pressure, and unclear supervision procedures often lead to superficial professional reflection. These conditions suggest that academic supervision has not fully functioned as a professional dialogue space that supports the construction of teachers' pedagogical knowledge. One approach considered capable of strengthening teachers' professional reflection is the individual conference. This approach involves reflective dialogue between supervisors and teachers following classroom observation to discuss instructional practices. Through this process, teachers gain opportunities to evaluate instructional strategies, classroom

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interactions, and pedagogical decisions implemented during teaching activities. Research conducted by Lin and Chan (2015) demonstrated that epistemic reflection enables individuals to understand thinking processes and knowledge practices through evaluative and analytical activities. Within academic supervision, epistemic reflection emerges when teachers reinterpret their teaching experiences and connect them with broader instructional goals.

The practice of individual conferences is also closely related to the construction of pedagogical knowledge through reflective dialogue and professional feedback. Findings presented by Tang and Chow (2007) indicated that feedback in instructional supervision strengthens self-regulated learning, allowing teachers to understand the rationale behind their pedagogical decisions during classroom instruction. The perspective advanced by Haneda (2004) emphasized that meaning construction in academic conferences develops through collaborative conversations that enable participants to build shared understanding. Through reflective dialogue, teachers are able to identify instructional problems, evaluate learning effectiveness, and formulate improvement strategies that align more closely with students' needs. In addition to strengthening pedagogical reflection, individual conferences also generate epistemic processes involving knowledge negotiation and the development of teachers' professional reasoning. Barnawi's (2016) argument explained that dialogical relationships in supervision encourage the exchange of pedagogical perspectives between supervisors and teachers, creating epistemic negotiation in understanding instructional practices. Teachers actively explain pedagogical reasoning, evaluate teaching experiences, and reconstruct instructional strategies based on reflective outcomes. Recent research by Turan and Yiğitoğlu Aptoula (2023) further illustrated the presence of epistemic asymmetry fluctuations in supervisory conversations when supervisors provide teachers with greater opportunities to independently reflect on instructional experiences. Such conditions reinforce teachers' engagement in reflective thinking and pedagogical decision-making processes.

Teachers' perceptions of individual conferences are also influenced by their professional experiences. Novice teachers tend to perceive individual conferences as foundational learning spaces where they receive pedagogical guidance and professional support from supervisors. Junior teachers increasingly utilize individual conferences as opportunities for instructional evaluation and professional identity development. Meanwhile, senior teachers perceive individual conferences as critical reflective spaces for evaluating pedagogical practices and expanding professional perspectives. The study conducted by Huang et al. (2020) indicated that novice teachers require structured professional dialogue to develop deeper pedagogical understanding through reflection. Similarly, findings reported by Vanblaere and Devos (2016) demonstrated that experienced teachers benefit professionally when reflective dialogue encourages instructional change and the development of professional learning communities. These differences indicate that individual conferences perform distinct epistemic functions across varying levels of teaching experience. Research on academic supervision has primarily focused on improving competence, instructional effectiveness, and teacher performance. Studies examining individual conferences as spaces for epistemic reflection and pedagogical knowledge construction remain limited, particularly within elementary school contexts. Previous investigations have also paid limited attention to how teachers with different professional experiences interpret individual conferences as processes of reflection and professional knowledge reconstruction. These conditions reveal a research gap within academic supervision studies grounded in epistemic pedagogy. This study offers an epistemic pedagogy perspective by positioning individual conferences as epistemic reflective spaces that support the construction of pedagogical knowledge and teachers' professional reasoning through reflective and humanistic supervisory dialogue. The study also examines differences in perceptions among senior, junior, and novice teachers regarding individual conferences in elementary school academic supervision. Therefore, this research is expected to contribute conceptually to the development of academic supervision studies grounded in epistemic reflection and professional knowledge construction.

2. METHODS

This study employed an interpretive qualitative approach using an epistemic case study design to analyze teachers' perceptions of individual conferences as reflective practices in academic supervision. This approach was selected because the study focused on the processes of pedagogical knowledge construction, professional reflection, and teachers' reasoning in interpreting their academic supervision experiences. Creswell and Poth (2018) explained that interpretive qualitative research is used to understand the meaning of social experiences through participants' perspectives in depth. The epistemic case study design was applied because the research explored epistemic processes emerging within academic supervision interactions through reflective dialogue between supervisors and teachers. The research data were collected at SD Islam Plus As Syahira Amka during the first semester of the 2025/2026 academic year. Research participants were selected through purposive sampling based on teachers' professional experience, consisting of senior teachers, junior teachers, and novice teachers. Differences in professional experience were utilized to obtain diverse reflective and epistemic perspectives regarding the practice of individual conferences in academic supervision. Data were collected through semi-structured interviews, academic supervision documentation, supervision follow-up records, and teachers' instructional administration instruments. The interviews focused on pedagogical reflection, supervisory dialogue, professional knowledge construction, and teachers' pedagogical reasoning during participation in individual conferences. Supervision documentation was used to strengthen interview data interpretation through classroom observation results, supervision follow-up reports, and the completeness of teachers' instructional administration. Data were analyzed using epistemic thematic analysis through stages of open coding, reflective theme categorization, epistemic process interpretation, and comparative analysis among teachers based on professional experience. Braun and Clarke (2019) explained that thematic analysis enables researchers to identify patterns of meaning interpretively through systematic theme categorization processes. Data trustworthiness was established through source triangulation, member checking, and peer debriefing to ensure consistency in interpreting reflective data and academic supervision documents.

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3. FINDINGS AND DISCUSSION

Individual Conference as a Space for Teachers' Epistemic Reflection

Interview findings revealed that teachers perceived individual conferences as professional reflective spaces that helped them evaluate instructional experiences more deeply. Individual conferences were interpreted as reflective dialogue processes that provided opportunities for teachers to understand their strengths, weaknesses, and pedagogical development needs based on their teaching experiences. Teachers no longer viewed supervision merely as an evaluative activity, but rather as an academic space for self-reflection and the reconstruction of instructional practices. These findings indicate that individual conferences function as reflective epistemic practices that encourage teachers to develop professional awareness through systematic evaluation of instructional experiences. Senior teachers perceived individual conferences as critical reflective spaces that enabled them to reexamine instructional practices objectively. They described individual conferences as reflective mirrors that helped evaluate teaching experiences and improve instructional weaknesses through collaborative reflection with supervisors. Junior teachers interpreted individual conferences as forms of pedagogical self-evaluation that assisted them in identifying effective instructional strategies as well as aspects requiring improvement. Meanwhile, novice teachers perceived individual conferences as professional learning opportunities that helped them recognize pedagogical weaknesses previously unnoticed during classroom instruction. These findings demonstrate differences in reflective orientation based on teachers' professional experience. Senior teachers tended to display experience-based critical reflection, junior teachers demonstrated evaluative reflection toward instructional strategies, while novice teachers exhibited adaptive reflection oriented toward professional learning processes. These differences indicate that individual conferences shape teachers' epistemic awareness through reflective processes that develop according to their professional experiences.

Table 1. Teachers' Perceptions of Individual Conference as an Epistemic Reflective Practice

Teacher Category	Interview Findings	Form of Reflection	Epistemic Meaning	Indication of Professional Awareness
Senior Teachers	Individual conferences were perceived as reflective mirrors for objectively evaluating instructional practices	Critical reflection	Deep evaluation of pedagogical experiences	Awareness of the need to improve instructional practices
Junior Teachers	Individual conferences were perceived as pedagogical self-evaluation and instructional quality improvement	Evaluative reflection	Analysis of instructional strategy effectiveness	Awareness of professional competency development
Novice Teachers	Individual conferences were perceived as opportunities to learn and correct instructional weaknesses	Adaptive reflection	Development of foundational pedagogical understanding	Awareness of the need for professional guidance

The epistemic analysis demonstrated that individual conferences generated reflective processes that encouraged teachers to develop professional awareness through the interpretation of instructional experiences. Senior teachers demonstrated deeper reflective judgment because they were able to evaluate pedagogical assumptions based on extensive teaching experience. Junior teachers began developing pedagogical reasoning through evaluations of instructional strategy effectiveness and students' responses. Meanwhile, novice teachers exhibited epistemic adaptation processes when they started realizing that instructional practices require more systematic classroom management, communication strategies, and pedagogical preparedness. Therefore, individual conferences functioned as epistemic reflective spaces that supported teachers in constructing professional understanding through critical evaluation of instructional experiences.

Supervisory Dialogue and the Construction of Teachers' Pedagogical Knowledge

The findings revealed that individual conferences fostered reflective dialogue processes that encouraged the construction of teachers' pedagogical knowledge through academic interactions between supervisors and teachers. Supervisory dialogue developed collaboratively through the exchange of experiences, reflective feedback, and discussions regarding instructional strategies implemented in the classroom. Teachers perceived individual conferences as professional communication spaces that helped them understand the pedagogical reasoning underlying their instructional practices. These dialogical processes strengthened teachers' abilities to evaluate learning activities, identify instructional problems, and formulate improvement strategies reflectively. Senior teachers perceived supervisory dialogue as a form of professional partnership characterized by equality and mutual respect. Supervisors provided opportunities for teachers to explain the rationale behind the use of particular instructional methods before collaboratively discussing alternative teaching strategies. Junior teachers interpreted supervisory dialogue as a brainstorming process that supported the discovery of instructional solutions through idea exchange and constructive feedback. Meanwhile, novice teachers perceived individual conferences as pedagogical guidance processes that provided practical direction and concrete examples for managing classroom instruction. These findings demonstrate that supervisory dialogue generated epistemic processes in the form of knowledge negotiation and collaborative meaning making. Senior teachers demonstrated epistemic negotiation abilities through more reflective and critical pedagogical arguments. Junior teachers began developing pedagogical reasoning through collaborative discussion and evaluation of instructional strategies. Novice teachers demonstrated pedagogical scaffolding processes when supervisors helped them develop foundational understanding regarding instructional management and classroom interaction. Therefore, individual conferences functioned as epistemic dialogue spaces that supported the construction of teachers'

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professional knowledge through reflective and collaborative interactions.

Table 2. Supervisory Dialogue and the Construction of Teachers' Pedagogical Knowledge

Teacher Category	Form of Supervisory Dialogue	Epistemic Process	Form of Knowledge Construction	Impact on Professional Reasoning
Senior Teachers	Equal and professional dialogue	Pedagogical knowledge negotiation	Reconstruction of experience-based instructional strategies	Strengthening reflective judgment
Junior Teachers	Brainstorming and two-way discussion	Collaborative meaning making	Development of adaptive instructional strategies	Strengthening pedagogical reasoning
Novice Teachers	Structured and instructional guidance	Pedagogical scaffolding	Development of foundational understanding of instructional management	Development of basic pedagogical awareness

The analysis further showed that individual conferences fostered more humanistic and dialogical supervisory relationships compared with conventional evaluative supervision. Teachers were provided with opportunities to explain instructional experiences, express pedagogical difficulties, and discuss instructional solutions reflectively with supervisors. Within this process, supervisors functioned as reflection facilitators who supported teachers in constructing professional understanding through exploratory questions, constructive feedback, and collaborative pedagogical discussions. These findings indicate that individual conferences support the development of epistemic interaction that strengthens the construction of pedagogical knowledge and teachers' professional reasoning within academic supervision.

Reconstruction of Pedagogical Knowledge and Teachers' Professional Reasoning

The findings revealed that individual conferences encouraged the reconstruction of pedagogical knowledge and the development of teachers' professional reasoning based on their respective professional experiences. Reflective processes occurring during individual conferences assisted teachers in reinterpreting instructional practices, evaluating pedagogical assumptions, and adjusting instructional strategies to students' learning needs. Differences in teaching experience influenced the depth of reflection and the forms of pedagogical understanding reconstruction emerging throughout the academic supervision process. These findings indicate that individual conferences function as epistemic spaces that support the gradual and continuous development of teachers' professional awareness.

Figure 1. Trajectory of Pedagogical Knowledge Reconstruction Based on Teachers' Professional Experience

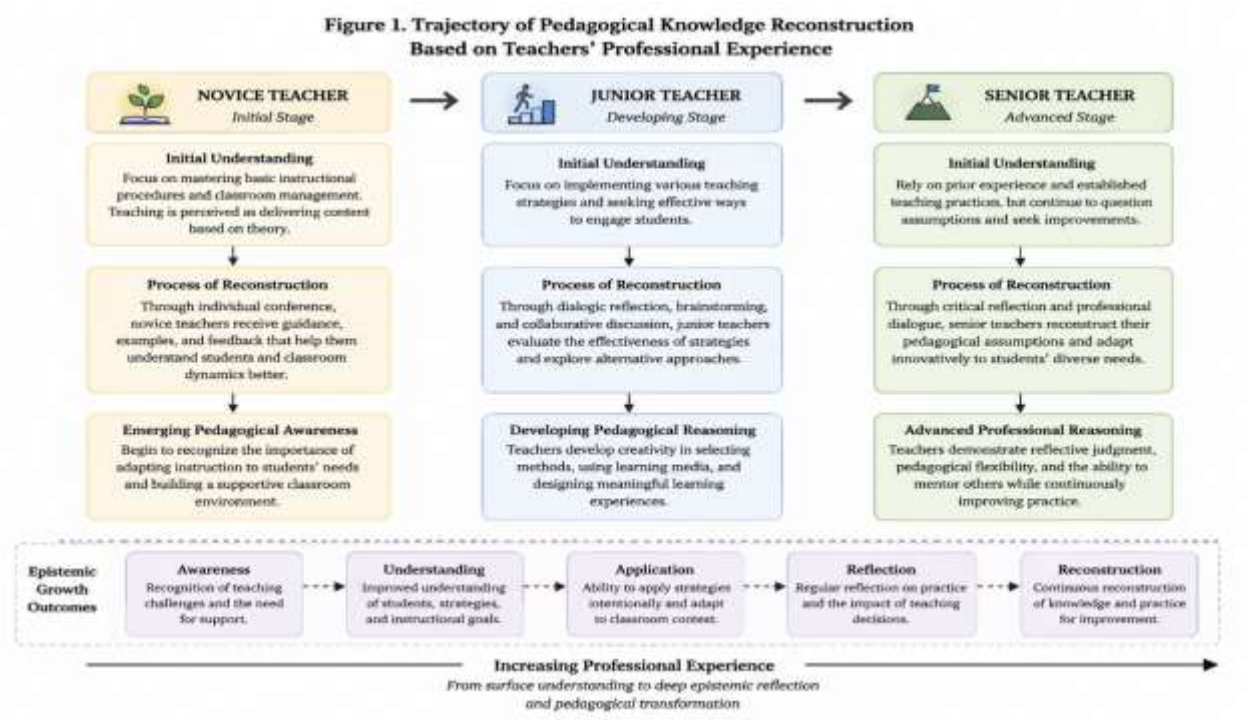


Figure 1 illustrates the trajectory of teachers' pedagogical knowledge reconstruction based on professional experience through individual conference processes in academic supervision. Novice teachers were positioned at the initial stage of epistemic development with a primary focus on mastering basic instructional procedures and classroom management. At this stage, individual conferences helped teachers understand students' characteristics, develop foundational pedagogical awareness, and adjust instructional strategies according to classroom conditions. The reflective processes demonstrated by novice teachers remained adaptive and oriented toward obtaining professional guidance from supervisors. Junior teachers were positioned at the developing stage, characterized by the growth of pedagogical reasoning and the evaluation of instructional strategies. Individual conferences

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supported junior teachers in evaluating the effectiveness of teaching methods, developing pedagogical creativity, and constructing deeper understanding regarding meaningful learning. At this stage, reflective processes developed through brainstorming activities, collaborative dialogue, and the analysis of instructional experiences, enabling teachers to independently reconstruct instructional strategies. Meanwhile, senior teachers were positioned at the advanced stage, characterized by deeper critical reflective abilities. Senior teachers utilized individual conferences to evaluate pedagogical assumptions, reconstruct instructional practices, and adapt instructional approaches to increasingly diverse student needs. The reflections demonstrated by senior teachers indicated more complex reflective judgment because they were grounded in extensive professional experience and critical evaluation of instructional practices. The stages of epistemic growth outcomes that developed continuously, beginning from awareness, understanding, application, reflection, and eventually reconstruction. These stages indicate that individual conferences encourage the continuous development of pedagogical awareness, instructional understanding, strategy implementation abilities, professional reflection, and the reconstruction of teachers' pedagogical knowledge. Therefore, individual conferences function as reflective processes that support the transformation of teachers' pedagogical understanding from basic adaptive stages toward deeper and more professional epistemic reflection.

D. Dynamics of Pedagogical Reflection and Epistemic Barriers in Individual Conferences

The findings revealed that individual conferences fostered pedagogical reflection processes that helped teachers evaluate instructional practices more critically and systematically. Through supervisory dialogue, teachers were provided with opportunities to reflect on instructional strategies, classroom management, media utilization, and classroom interactions based on their teaching experiences. These reflective processes enabled teachers to recognize instructional aspects that should be maintained as well as areas requiring improvement in future teaching practices. Individual conferences also strengthened teachers' professional awareness regarding the importance of continuous instructional evaluation to improve pedagogical quality. Senior teachers demonstrated more critical pedagogical reflection by evaluating the effectiveness of instructional strategies based on students' needs and classroom dynamics. Junior teachers focused their reflections on instructional methods, time management, and the effectiveness of instructional media used during classroom activities. Meanwhile, novice teachers concentrated their reflections on classroom management, instructional preparedness, and confidence-building during teaching practices. Academic supervision data further indicated that several teachers still experienced difficulties in managing active classrooms, controlling instructional pacing, and developing more systematic and well-structured learning processes. The findings also demonstrated that individual conferences helped teachers identify instructional weaknesses more openly through reflective dialogue with supervisors. Senior teachers utilized individual conferences to improve the quality of classroom interactions and expand instructional strategy variations according to students' learning needs. Junior teachers used reflective processes to evaluate the effectiveness of instructional methods and improve classroom management. Meanwhile, novice teachers perceived individual conferences as professional learning spaces that helped them understand foundational pedagogical weaknesses and adjust instructional approaches according to classroom conditions.

In addition to generating pedagogical reflection, individual conferences also revealed the presence of epistemic barriers that influenced teachers' professional reflective processes. These barriers emerged in the form of nervousness, anxiety, limited supervision time, and hesitation in expressing instructional difficulties to supervisors. Novice teachers demonstrated more dominant emotional barriers because they still perceived supervision as a tense evaluative process. Junior teachers began to display reflective openness, although they still showed caution when discussing instructional weaknesses. In contrast, senior teachers demonstrated greater openness in discussing instructional challenges professionally and reflectively. Limitations in supervision follow-up also affected the depth of teachers' pedagogical reflection. Several teachers explained that the outcomes of individual conferences required continuous mentoring to ensure that pedagogical changes could be implemented consistently within everyday instructional practices. These conditions indicate that epistemic reflection in academic supervision requires sustained professional support through reflective dialogue, pedagogical mentoring, and the strengthening of professional learning communities within schools. The analysis demonstrated that individual conferences play an important role in developing teachers' reflective awareness through critical evaluation of instructional experiences. The effectiveness of individual conferences was strongly influenced by the quality of dialogical relationships between supervisors and teachers, the presence of a humanistic supervisory atmosphere, and the continuity of professional assistance following the supervision process. These findings indicate that individual conferences function as epistemic reflective spaces that support the development of pedagogical awareness and the reconstruction of teachers' professional knowledge within academic supervision practices.

Discussion

The findings revealed that individual conferences developed into epistemic reflective spaces that supported teachers in constructing pedagogical knowledge through reflective and collaborative supervisory dialogue. Teachers perceived individual conferences as professional evaluation media that provided opportunities to reexamine instructional experiences, identify pedagogical weaknesses, and formulate instructional improvement strategies more systematically. As explained by Huffhines et al. (2024), reflective supervision establishes supportive professional relationships that enable teachers to engage in deeper pedagogical reflection. Recent research conducted by Mitchell et al. (2025) further demonstrated that reflective supervision strengthens teachers' professional awareness through continuous evaluation of instructional experiences. The epistemic reflection emerging during individual conferences demonstrated the development of pedagogical reasoning based on teachers' professional experience. Senior teachers displayed more critical reflective judgment through the evaluation of pedagogical assumptions and the adjustment of instructional strategies according to students' needs. Junior teachers reflected more on the effectiveness of instructional methods, classroom management, and the use of instructional media. Meanwhile, novice teachers demonstrated adaptive reflection oriented toward strengthening basic teaching skills and classroom management. Consistent with the perspective proposed by Lin and Chan

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(2015), epistemic reflection helps individuals understand thinking processes and knowledge practices through conscious and analytical evaluation of experiences. This perspective indicates that individual conferences encourage teachers to develop pedagogical awareness through continuous professional reflection.

The supervisory dialogue occurring during individual conferences also demonstrated the construction of pedagogical knowledge through the exchange of experiences, brainstorming activities, and reflective feedback between supervisors and teachers. Teachers were provided with opportunities to explain the rationale behind instructional strategies, discuss instructional challenges, and collaboratively evaluate pedagogical practices. As highlighted by Haneda (2004), meaning construction develops through collaborative conversations that allow individuals to build new understanding collectively. Barnawi's (2016) study further indicated that dialogical relationships between supervisors and teachers encourage epistemic negotiation through the exchange of pedagogical perspectives and the evaluation of instructional experiences. The findings of this study demonstrated that teachers actively participated in constructing professional understanding together with supervisors, allowing individual conferences to evolve into spaces of collaborative meaning making within academic supervision. These reflective dialogue processes also strengthened teachers' understanding of the relationship between instructional strategies, students' responses, and instructional effectiveness. Findings reported by Tang and Chow (2007) revealed that reflective feedback in instructional supervision strengthens self-regulated learning and helps teachers understand pedagogical decisions more systematically. The analysis in this study indicated that individual conferences assisted teachers in evaluating instruction more objectively while encouraging them to formulate more adaptive instructional strategies based on students' classroom needs.

Differences in teachers' professional experience revealed varying dynamics of reflection and pedagogical knowledge reconstruction during individual conferences. Novice teachers tended to require more structured reflective scaffolding because they were still in the stage of basic pedagogical adaptation. Junior teachers began utilizing individual conferences as media for professional identity development and instructional strategy evaluation. In contrast, senior teachers demonstrated deeper critical reflection in evaluating pedagogical assumptions and reconstructing instructional practices. Huang et al. (2020) emphasized that the development of teachers' professional reflection is influenced by the quality of pedagogical dialogue and professional experience. Findings from Vanblaere and Devos (2016) further confirmed that experienced teachers gain professional benefits when reflective dialogue encourages changes in instructional practices and the development of professional learning communities. The findings also demonstrated that individual conferences fostered transformative reflection that helped teachers evaluate instructional practices more critically and systematically. Teachers became increasingly aware of the importance of continuous pedagogical evaluation for improving instructional quality and professional development. Liu's (2017) perspective suggested that dialogical spaces within critical reflection encourage transformative learning through the evaluation of assumptions and the construction of new perspectives regarding professional practice. Research conducted by Ekornes et al. (2023) further indicated that reflection grounded in experience evaluation helps teachers reinterpret instructional practices more objectively and deeply. These findings demonstrate that individual conferences encourage teachers to develop reflective awareness through continuous instructional evaluation processes. On the other hand, this study also identified epistemic barriers that influenced the effectiveness of individual conferences within academic supervision. These barriers emerged in the form of nervousness, anxiety, limited supervision time, and hesitation in expressing instructional difficulties to supervisors. Novice teachers demonstrated more dominant emotional barriers because they still perceived supervision as a tense evaluative situation. Junior teachers began showing reflective openness, although they still demonstrated caution when discussing instructional weaknesses. In contrast, senior teachers exhibited more open and reflective dialogical relationships. Findings from Gazzola et al. (2013) revealed that supervisory relationships are influenced by emotional and relational challenges that affect participants' reflective openness. As emphasized by Wilson et al. (2018), emotional and relational conditions within reflective supervision influence the quality of teachers' professional engagement in academic reflective processes.

The dynamics of epistemic relationships were also visible when supervisors provided different reflective spaces according to teachers' professional experience. Novice teachers tended to perceive supervisors as primary authority figures, causing reflective processes to become more instructional in nature. In contrast, senior teachers demonstrated more equal and dialogical supervisory relationships. Findings from Turan and Yiğitoğlu Aptoula (2023) indicated that epistemic relationships in supervisory conversations evolve when supervisors provide more open reflective opportunities for teachers to independently evaluate instructional experiences. These conditions demonstrate that individual conferences foster epistemic negotiation processes that develop according to teachers' levels of professional experience. Overall, the findings demonstrated that individual conferences function as epistemic spaces within academic supervision that support the construction of pedagogical knowledge, reflective awareness, and teachers' professional reasoning through reflective dialogue and the evaluation of instructional experiences. As explained by Hartmann et al. (2025), individual reflection and collaborative discussion generate deeper knowledge construction because individuals are provided with opportunities to evaluate professional practices systematically. Research conducted by Susman-Stillman et al. (2020) further explained that reflective supervision develops psychological safety that supports reflective openness and continuous professional development among teachers. These findings indicate that individual conferences make significant contributions to the development of reflective, humanistic, and knowledge-construction-based professional learning cultures in elementary schools.

4. CONCLUSION

This study demonstrated that individual conferences function as epistemic reflective spaces that support the development of teachers' pedagogical knowledge, reflective awareness, and professional reasoning within academic supervision practices. Through

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reflective and collaborative supervisory dialogue, teachers were encouraged to reinterpret instructional experiences, evaluate pedagogical assumptions, identify instructional weaknesses, and reconstruct instructional strategies according to students' learning needs. The findings further revealed that individual conferences transformed academic supervision from an evaluative administrative activity into a professional learning process grounded in reflective interaction and collaborative meaning making. Differences in teachers' professional experience influenced the forms and depth of epistemic reflection emerging during individual conferences. Senior teachers demonstrated deeper reflective judgment and critical pedagogical evaluation, junior teachers developed pedagogical reasoning through collaborative instructional evaluation, while novice teachers displayed adaptive reflection supported by pedagogical scaffolding from supervisors. These findings indicate that reflective supervision should consider teachers' professional backgrounds to create more meaningful and context-sensitive supervisory dialogue. The study also identified several epistemic barriers affecting reflective processes during individual conferences, including anxiety, nervousness, limited supervision time, and hesitation in expressing instructional difficulties. These findings suggest that effective academic supervision requires humanistic supervisory relationships, psychological safety, continuous pedagogical mentoring, and sustained reflective dialogue to strengthen teachers' professional engagement and reflective openness. This study contributes conceptually to the development of epistemic pedagogy within academic supervision by positioning individual conferences as spaces for pedagogical knowledge construction and professional learning. Future research may explore the implementation of reflective supervision models in broader educational contexts, investigate the long-term impact of individual conferences on instructional transformation, and examine the integration of collaborative reflective supervision within professional learning communities in schools.

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