



Collegial engagement

Commonly held views and how they align to the QTU/DET joint statement

Assumption	True ✓ false ✗	QTU/DET position arising from joint statement
I don't have to be observed by my principal – I can walk out of the room if a school leader comes in to observe me.	✗	<p>A classroom teacher can be observed by another member of the school if:</p> <ul style="list-style-type: none"> • they are on probation • there is a formal managing unsatisfactory performance (MUP) process being undertaken • a scheme of collegial engagement has been agreed through the LCC in the school. <p>The process is also not meant to prevent the adhoc involvement of school leaders in classroom activities.</p>
Classroom observations are about trying to put teachers on an MUP.	✗	The collegial engagement in classrooms process is separate and distinct from an MUP in that it is developmental not supervisory in nature.
People can come in and observe/do walk-throughs whenever they want.	✗	The timing, frequency and purpose of walk-throughs and classroom observations are determined by the agreed scheme of classroom observations and walk-throughs. The joint statement clearly states there should be no more than four classroom observations each year.
We don't need to know what is being observed or what observations are made.	✗	A scheme of collegial engagement requires that the purpose of walk-throughs and observations is agreed. Additionally, agreement is required on the forms of feedback and when feedback will be given.
Collegial engagements are about helping me to become a more effective teacher and recognising my professionalism.	✓	For a scheme of collegial engagement in classrooms to be successful, it should be developmental in nature, built on professional trust and mutual respect, include honest feedback and be applied consistently. It is not supervisory or a performance appraisal process.

Source: DET/QTU Joint Statement on Collegial Engagement in Classrooms.