

**Collegial supervision (CS) for pedagogical development in the context of teaching**

CS is centered on actual teaching practice: the individual academic teacher, or focus person in CS, is considered as the most qualified to develop his or her own field, and therefore, the teachers themselves should define their learning focus and objectives.

Colleagues serve as *critical friends* who can offer direct or indirect supervision based on either direct observation of teaching, or on a particular developmental aspect of teaching, brought forth by the focus person.

Direct CS involves observation of an actual teaching situation with feedback followed by a supervisory conversation.

Indirect CS consists of a supervisory conversation on a specific teaching related topic, e.g., preparation of teaching, student engagement, assignments and evaluation etc., brought forth by the focus person.

CS can be employed as an ongoing practice in the context of work. It is also suited in connection with an assistant professor’s participation in the university pedagogy courses, to support the implementation and evaluation of the development incentives spurred by the course.

**Practical setup for collegial supervision (CS)**

The method is based on a purposefully crafted collaboration between the focus person and the colleague observer/supervisor. It can serve in the context of a supervisor/mentor – assistant professor relationship to assist the latter with developing teaching competences.   
CS involves following ground rules:

1. It is the focus person who sets the agenda regarding the focus area for the direct/ indirect CS.
2. Prior agreements are made between the observer/supervisor and the focus person regarding the object of the observation/supervision.
3. The supervision dialogue involves listening and questioning skills that stimulate reflection and a broader perspective on the focus area and possible developments.

In case of direct CS:

1. The observer takes notes with concrete examples according to the agreed focus.
2. The focus person has the first word in exposing her/ his experience of the observed session.  
     
   In case of indirect CS:
3. The focus person is responsible for selecting a developmental topic for CS and communicating this to the supervisor prior to the supervision meeting.

See examples of templates for either direct or indirect collegial supervision: <https://ced.au.dk/en/consultancy/assistant-professor-supervision#c3204018>