

# REDUCING TEACHERS' RESISTANCE TO RECIPROCAL PEER OBSERVATION

Ribosa, J., Corcelles-Seuba, M., Morodo, A., & Duran, D. (2023). Reducing teachers' resistance to reciprocal peer observation. *European Journal of Education*. Advance online publication. <https://doi.org/10.1111/ejed.12606>

This work was supported by the Spanish Ministry of Science and Innovation [PID2020-113719RB-I00].



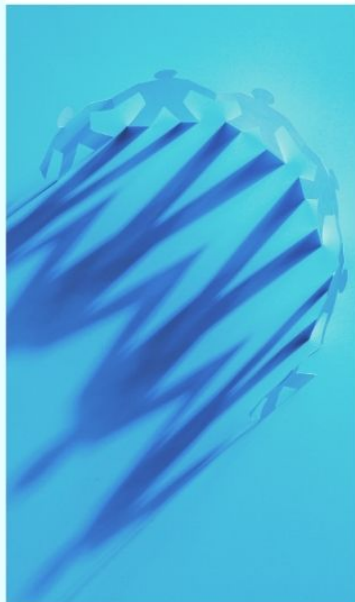
**396** in-service teachers  
227 from a Catalan network of schools (i.e., Xarxa de Competències) & 167 from the Balearic Islands



## DATA COLLECTION

Teachers' Resistance to Reciprocal Peer Observation Scale ( $\alpha = 0.877$ ), used as pretest and posttest, including two factors:

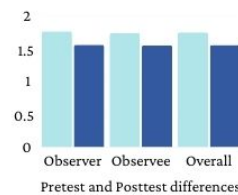
- Resistance to the observer role
- Resistance to the observee role



## AIMS OF STUDY

**FIRST AIM: PRETEST-POSTTEST DIFFERENCES IN TEACHERS' RESISTANCE TO RECIPROCAL PEER OBSERVATION**

## DATA ANALYSIS AND RESULTS



There was a significant decrease in resistance to reciprocal peer observation from pretest to posttest, both overall and for each role ( $p$  value  $< .001$ ).

**SECOND AIM: THE EFFECT OF DEMOGRAPHIC VARIABLES AND PERCEPTION OF SCHOOL SUPPORT IN TEACHERS' INITIAL RESISTANCE TO RECIPROCAL PEER OBSERVATION**

Demographic variables	Role of observer	Role of observee	
Gender		✓	Initial resistance to the observer and observee role is moderated by <b>teaching experience</b> and <b>feeling properly trained</b> , with additional variables moderating resistance towards being observed.
Years teaching	✓	✓	
Educational stage		✓	
School management team		✓	
Prior experience in PO		✓	
<b>School support</b>			
Properly trained	✓	✓	
School time arrangement		✓	

**THIRD AIM: THE EFFECT OF DEMOGRAPHIC VARIABLES AND PERCEPTION OF SCHOOL SUPPORT AND ROLE PERFORMANCE IN TEACHERS' FINAL RESISTANCE TO RPO**

	Role of observer	Role of observee
Final resistance to both roles is moderated by initial resistance, <b>teaching experience</b> , and variables referring to <b>judging oneself and the partner as capable</b> of successfully participating in the intervention.		
Initial resistance	✓	✓
Gender		
Years teaching	✓	✓
Educational stage		
School management team		
Prior experience in PO		
Properly trained		
School time arrangement		
Perception of role performance	✓	✓

## DISCUSSION AND CONCLUSION

Reciprocal peer observation can become a sustainable, effective intervention for the improvement of teaching practice, as long as teacher resistance is carefully addressed.



This emphasises the **vital role of training before the intervention**, in order to understand that the observer is not going to disrupt the class, will follow the agreed observation indicators, and will be able to offer helpful feedback.