

RECIPROCAL PEER OBSERVATION (RPO): A MECHANISM TO IDENTIFY PROFESSIONAL LEARNING GOALS

RPO involves a pair of teachers who mutually agree to observe one or several pedagogical aspects of their practice. Based on individual reflection and mutual constructive feedback, professional learning goals are identified.

Using different instruments, data collected in three phases of the RPO process were analysed: observation in-class, feedback meeting and final reflective synthesis. And other evaluation data once the whole process was completed.



228
volunteer teachers
from Catalonia and the
Balearic Islands



Post
observation
report



Audio files



Reflective
synthesis

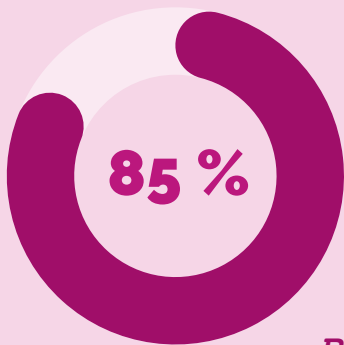


Evaluation
questionnaire



Group
assessment
interviews

At what stage and how is the learning goal identified?



85 %

All teachers identify a learning goal at the end of the RPO cycle.

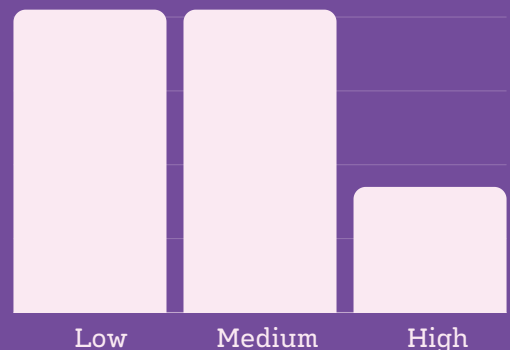
61% of the participants identify the learning goal right after being observed in the classroom, in the post-observation report. 24% identify it in the feedback meeting.



RPO practices enable 85% of participants to identify and refine professional learning goals throughout the process.

What is the quality level of the professional learning goals?

Once the quality of the learning objectives was analyzed, the need for more precise training was detected, based on: how to identify and write high-quality learning goals that adapt to the school and the students needs, with a clear and timed action plan.



What are teachers' perceptions of the written guidelines?



95 %

95% of the teachers positively valued the written guidelines provided as a support tool to identify learning goals.



"Both instruments require writing and individual elaboration which allows for reflection, verbalising emotions and thoughts, and focusing on learning goals".

Collaborative reflection practices encourage teachers' predisposition towards professional improvement.