



400 teachers > **123 schools**



Voluntary in-service teachers:
↳ 227 from Catalonia (Xarxa de Competències)
and 173 from Balearic Islands.

Teacher Collaboration Perceptions Questionnaire (TCPQ)



3 dimensions

Collaborative School Culture (10 items)

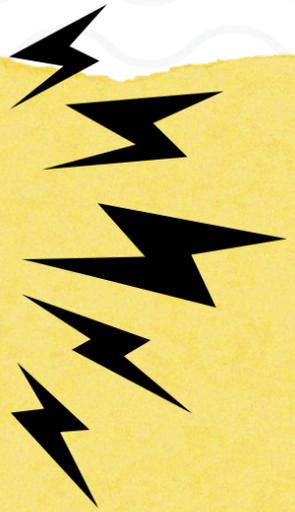
Collective Agency

- Positive interdependence (3 items)
- Transformative practice (5 items)

Teachers' attitudes towards collaboration

- Teachers' preference for collaboration (3 items)
- Teachers' resistance to collaboration (7 items)

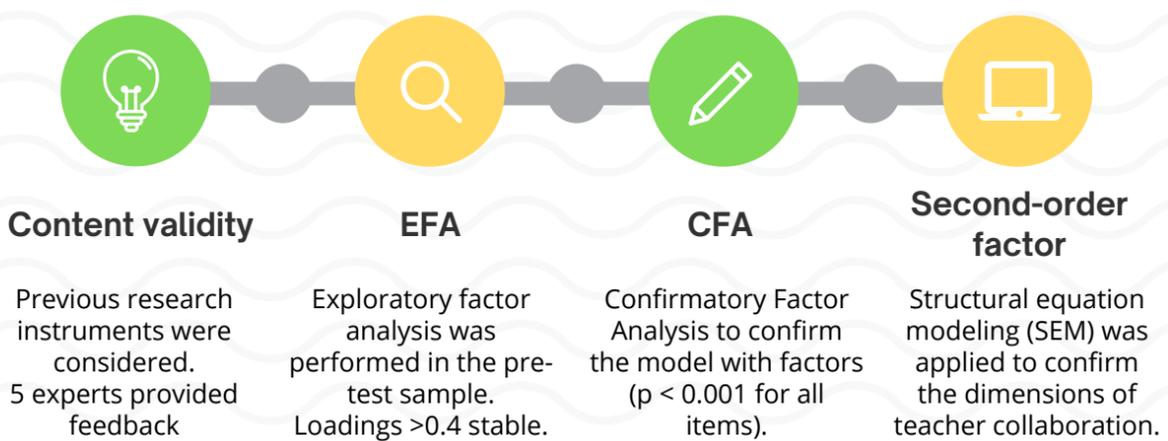
Impact of Reciprocal Peer Observation on teacher collaboration perception.



Corcelles-Seuba, M., Sala-Bars, I., Soler, M. & Duran, D. (2024). Impact of reciprocal peer observation on teacher collaboration perceptions. *British Educational Research Journal*. Online Version of Record. <https://doi.org/10.1002/berj.3958>

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DESIGN AND VALIDATION PROCESS OF THE TCPQ



IMPROVEMENT IN TEACHERS' PERCEPTIONS OF TEACHER COLLABORATION AFTER RECIPROCAL PEER OBSERVATION (RPO)



Wilcoxon signed-rank test. * $p < 0.05$; ** $p < 0.001$

Despite high scores in the pre-test, a comparison between the pre-test and post-test revealed that teachers significantly increased their perceptions of teacher collaboration after participating in the RPO intervention.

RPO AS A POTENTIAL MECHANISM FOR ENHANCING TEACHER COLLABORATION WITHIN THE SCHOOL CONTEXT.