

# Teacher Feedback in Reciprocal Peer Observation



## GENERAL AIM

To provide evidence of the type of dialogue established between teachers during reciprocal observation practices, and to analyse the key characteristics that contribute to quality in terms of improving their own practice and professional development.

## SPECIFIC AIMS

- ✓ 1) To characterise feedback sessions
- ✓ 2) To identify the variables that predict the production of quality feedback

## Main Findings



### Objective 1:

- Types of Sessions: 68.2% dialogues; 17.5% monologues; 14.3% mixed sessions
- Verbal Actions: Most frequent: describing and explaining; Least frequent: negotiating and reflecting
- Quality: High performance in providing specific feedback; Lower performance in proactive feedback, development of an action plan, and collaboration

### Objective 2:

- Predictive Variables:
  - Non-significant: age, years of experience, length of service at the centre, role, prior experience.
  - Significant: degree of interaction, knowledge-building actions, educational stage.
- Feedback:
  - Proactive: more common in dialogues and mixed sessions, associated with constructive actions.
  - Linked to an action plan: more frequent in early childhood education, less so in upper secondary/VET.
  - Facilitates collaboration: more prevalent in dialogues and mixed sessions; almost absent in monologues.

## Method

### Approach

Quantitative methodological approach, with a non-experimental, cross-sectional, descriptive and inferential design.

### Participants

- 400 teachers (Catalonia and Mallorca)

### Information gathering

- 217 audios collected on the OneDrive platform and analysed in ATLAS.ti.23.

## Conclusions

- Reciprocal Peer Observation improves teaching practice if it is based on constructive and symmetrical dialogue.
- In order for feedback to bring about change, it is essential to create a climate of trust and collaboration.
- Institutions must train and support teachers to overcome resistance and foster a culture of feedback.
- Reciprocal Peer Observation is a powerful tool for teacher professional development, especially when teachers themselves define their goals for improvement.

## Outstanding contributions

- ✓ Reciprocal Peer Observation is an effective tool for teacher professional development when it is based on constructive, proactive, peer-to-peer dialogue.
- ✓ Training, institutional support and a culture of trust that facilitates reflection and continuous improvement are key to making a real impact.