

Peer-Teacher-Based Educational Supervision (A Local Model for Sama Schools in Hormozgan Province)

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ABSTRACT

Purpose: The objective of this study was to design and validate a localized peer-based educational supervision model that enhances teacher professional development and instructional quality through collaborative, reflective, and voluntary processes.

Methods and Materials: This research employed a qualitative, applied design conducted in the field. The statistical population consisted of 22 experts specializing in educational supervision and teacher professional development. Participants were selected through purposive and snowball sampling to ensure relevant expertise. Data were collected using semi-structured interviews, which allowed participants to share experiences and perspectives on peer-based supervision. The interviews continued until theoretical saturation was achieved. Data analysis followed Braun and Clarke's thematic analysis approach, supported by the use of MaxQDA 2024 software, enabling the identification of primary codes, secondary concepts, and overarching themes. Rigor and trustworthiness were maintained through iterative coding, peer review, and validation of themes against the dataset.

Findings: The analysis revealed eight interrelated dimensions as the foundation of the localized model: experience sharing, voluntary participation, supportive climate and collaboration, mutual learning and problem-solving, strategic skill and reflection on experiences, continuous and rotational feedback, professional development, and justice and balance. Voluntary participation (16.79%) and continuous and rotational feedback (16.03%) were identified as the most prominent components, followed by strategic skill and reflection (12.98%) and mutual learning and collaboration (11.45%). These findings emphasize that peer supervision is effective when embedded in reciprocal, voluntary, and equitable professional communities that encourage iterative feedback and reflective practice.

Conclusion: Peer-based educational supervision represents a transformative approach to teacher development, balancing accountability with empowerment and fostering collaborative professional learning. The identified model offers a comprehensive framework adaptable to local educational contexts, contributing to sustainable professional growth and enhanced instructional quality.

Keywords: Peer-based supervision; teacher professional development; educational supervision; collaborative learning; reflective practice

1. Introduction

P^{educational} supervision has long been regarded as one of the most significant mechanisms for ensuring instructional quality, guiding teacher performance, and fostering professional development within educational systems. Traditional models of supervision, often dominated by hierarchical inspection and top-down evaluation, have increasingly been criticized for their emphasis on control and compliance rather than growth and collaboration (Khorshidi, 2017; Vakilian, 2021). In recent decades, a shift toward developmental and collegial approaches has emerged, where teachers are no longer seen as passive recipients of directives but as active agents who can engage in shared reflection, mutual feedback, and collective problem-solving (Glickman et al., 2018; Jafarloo, 2018). This transformation underscores a broader reorientation of supervision from authority-driven evaluation to professional learning communities that nurture trust, autonomy, and empowerment.

The concept of peer-based supervision has thus gained considerable attention as an effective and contextually adaptable model. Peer supervision emphasizes horizontal relationships among teachers, grounded in respect, reciprocity, and openness, where colleagues observe, evaluate, and support each other's practices with the aim of collective improvement (Musnandar et al., 2024; Supatah et al., 2024). In this model, supervision is reframed from being a form of managerial oversight into a participatory process that builds collaborative cultures within schools and universities (Ramdhani & Robbi, 2024). It provides a platform for teachers to articulate challenges, share innovative methods, and co-construct solutions, which, in turn, promotes deeper professional reflection and sustained instructional development (Murphy et al., 2024). Such an approach resonates strongly with contemporary educational reforms that advocate for inclusive, teacher-centered models of growth, where supervision functions as a vehicle for empowerment rather than enforcement (Ouzaei et al., 2023).

The relevance of peer-based supervision is particularly evident in the context of advancing 21st-century teaching skills. Modern classrooms increasingly require teachers to cultivate competencies in creativity, problem-solving, collaboration, and digital literacy, which cannot be adequately fostered through rigid, top-down supervisory practices (Pramasari et al., 2025). By embedding supervision in peer relationships, teachers are encouraged to exchange expertise, experiment with innovative strategies, and

internalize constructive feedback as part of their everyday practice (García, 2024; Yasaul et al., 2023). This orientation not only elevates the professional status of teachers but also integrates supervision into the fabric of instructional improvement, positioning it as an organic and sustainable mechanism for educational change (Jones, 2023). Peer feedback, when cultivated under conditions of trust and collegiality, becomes a powerful catalyst for growth, as it transforms external judgment into a shared responsibility for excellence (Pannekoeke et al., 2023). Research confirms that under such conditions, peer interactions generate authentic learning opportunities that traditional inspection-based systems often fail to deliver (Cwikla, 2022).

International studies further reinforce the importance of peer-based supervisory models. In Indonesia, peer supervision has been implemented in Islamic education as a means of aligning traditional pedagogical frameworks with contemporary demands for professional accountability and teacher growth, revealing that collaborative approaches foster deeper engagement than directive supervision (Musnandar et al., 2024). Similarly, research in the context of madrasahs highlights that planned supervisory programs by principals are significantly strengthened when supplemented by peer-to-peer support structures, illustrating the complementarity of managerial and collegial dimensions of supervision (Ramdhani & Robbi, 2024). In Western contexts, evidence from simulation-based learning environments demonstrates how peer feedback and ongoing training serve as effective faculty development strategies, underscoring the adaptability of the model across diverse educational settings (Pannekoeke et al., 2023). At the university level, peer mentoring programs have also proven valuable in strengthening academic staff capabilities, offering structured mechanisms for professional growth that extend beyond formal evaluations (Ouzaei et al., 2023). Collectively, these findings suggest that peer supervision is not bound to a single cultural or institutional context but represents a flexible framework adaptable to varying educational environments (Ruzbahani, 2023; Yasaul et al., 2023).

The practical outcomes of peer supervision are equally compelling. Teachers engaged in peer observation and mentoring consistently report higher levels of professional satisfaction, increased self-efficacy, and a stronger sense of belonging within their professional community (Sajedi & Farnia, 2025). By fostering voluntary participation and mutual support, peer-based models create an atmosphere where teachers feel encouraged to experiment with

innovative teaching strategies, receive constructive criticism, and refine their practices without fear of punitive judgment (Supatah et al., 2024). Studies indicate that this process not only improves classroom instruction but also cultivates resilience and adaptability among teachers, qualities essential for addressing the rapid changes in contemporary education (Murphy et al., 2024). In practice, the role of peer supervision extends beyond immediate instructional benefits, functioning as a sustainable framework for long-term professional development (Pramasari et al., 2025). For instance, virtual peer training programs and online mentoring networks have demonstrated the potential of technology-enabled supervision to transcend institutional boundaries and create broader communities of practice (Ruzbahani, 2023). These developments highlight the evolving forms of peer-based supervision in both physical and digital learning environments.

Despite its promise, peer supervision is not without challenges. Research emphasizes the need for structured frameworks to guide the process, ensuring that peer interactions remain constructive and aligned with professional goals rather than devolving into informal exchanges lacking rigor (García, 2024). Similarly, systematic reviews of mentoring and peer coaching underscore the necessity of clear indicators and components that ensure accountability, fairness, and balance within the supervisory relationship (Yasaul et al., 2023). Critics also warn that without institutional support, peer supervision risks being undervalued or inconsistently implemented, particularly in systems where traditional top-down supervision is deeply entrenched (Khorshidi, 2017). Yet, even with these challenges, the overarching consensus across diverse contexts is that peer-based supervision contributes significantly to teacher professionalization and instructional quality (Glickman et al., 2018; Vakilian, 2021). Its success relies on creating supportive, voluntary, and collaborative cultures where teachers view themselves as co-constructors of educational excellence rather than subjects of external judgment (Supatah et al., 2024).

Given this background, it is evident that peer-based educational supervision offers a promising avenue for reconciling accountability with professional growth, building cultures of trust, and preparing teachers for the complexities of contemporary classrooms. The growing body of global and regional research confirms its transformative potential across different levels of education, from primary schools to higher education institutions (Musnandar et al., 2024; Ouzaei et al., 2023; Pannekoek et

al., 2023). Therefore, the aim of this study is to design and validate a localized peer-based educational supervision model that addresses the contextual needs of schools while drawing upon both theoretical insights and empirical evidence from global practices.

2. Methods and Materials

The present research, in terms of purpose, was applied, and in terms of data collection, was qualitative and conducted in the field. In this study, qualitative data were collected to identify the dimensions, components, and indicators of the local model of peer-teacher-based educational supervision and to obtain subtle details of the phenomenon, which led to the formation of the initial model.

The statistical population included all 22 experts specialized in the field of educational supervision in the Ministry of Education. In the present study, the selection of participants was carried out using purposive sampling and the snowball technique. In fact, the snowball sampling method is based on the principle that, according to the required information, initial individuals are chosen as participants, and subsequently, they introduce other individuals who possess rich information about the research subject for further interviews. Accordingly, teachers were studied in this research who had experienced educational supervision of teachers, were practically engaged with it, or had valuable information related to the research topic. Furthermore, theoretical saturation was applied to determine sample sufficiency and terminate interviews. The instrument used to identify the components of the educational supervision model and to present and develop the local model was the interview, which, using a purposive approach, maximum variation sampling, and the theoretical saturation technique, identified key informants who were effective in understanding the research problem and the central phenomenon under study, and interviews were conducted with them. Therefore, the method of data collection was both fieldwork and library-based. The qualitative data collection tool was interviews conducted with experts and specialists, including principals, deputies, and teachers with experience in peer-teacher-based educational supervision.

To present a local model of educational supervision in schools, the study employed thematic analysis based on Braun and Clarke's method, using interviews to collect the experiences of experts regarding supervisory models. After the identification and extraction of categories, the process was performed using MaxQDA 2024 software.

3. Findings and Results

Research Question: What are the dimensions and components of the local peer-teacher-based educational supervision?

In this section, the data obtained from interviews with experts were comprehensively analyzed using the thematic analysis method. First, the concept of peer-teacher-based educational supervision was fully explained to the experts, and then the following questions were posed to the interviewees:

1. In your opinion, what dimensions does peer-teacher-based educational supervision have in the educational environment?
2. How do you perceive the current state of peer-teacher-based educational supervision in the educational environment?
3. Please name the most important local dimensions of peer-teacher-based educational supervision in the work environment.
4. Please provide your recommendations and strategies for improving and developing peer-teacher-based educational supervision.

For qualitative data analysis, thematic analysis was carried out in six phases. The first phase of thematic analysis (familiarization with the data) was conducted. The second

phase (generating initial codes) was performed after the researcher reviewed the data several times and became familiar with them, at which point initial coding of the data was carried out. Thematic coding was done using software. The third phase (searching for selective codes) involved categorizing and organizing all summarized coded data into selective codes in accordance with the relevant literature. The fourth phase (developing sub-themes) occurred after generating a set of themes, which were then reviewed. Two rounds of review were performed in this section, involving refining and shaping the sub-themes. The first stage included reviewing at the level of coded summaries, and the second considered the validity of sub-themes in relation to the overall data set. The fifth phase (defining and naming main themes) began when the researcher had a satisfactory overview of the themes. At this stage, the main themes presented for analysis were defined and reviewed again, and then the data within them were analyzed. Through definition and review, the nature of what each theme represented was clarified, and it was determined which aspect of the data each main theme captured. The sixth phase (report writing) was the final stage, where a set of highly abstract main themes aligned with the contextual structures of the research was obtained, and the final analysis and report writing were completed. The process of forming secondary concepts and the main category is presented in Table (1).

Table 1

Formation of Secondary Concepts and the Main Theme from Thematic Analysis (APA-Style Table)

Code	Initial concept (verbatim excerpt)	Secondary concept (theme)
R1	This method is based on cooperation and interaction among teachers, which is carried out bilaterally or in groups.	Supportive climate and collaboration
R2	The teacher knows that if they have a question or a problem, they can bring it up with their colleagues and be assured that, instead of judgment or criticism, they will receive support and guidance. This backing has prompted colleagues to take the initiative to solve problems through cooperation and collective reflection. In my view, this supportive climate has helped raise both job satisfaction and instructional quality.	Supportive climate and collaboration
R2	There is a friendly atmosphere and sincere collaboration in which teachers share information and experiences with peace of mind.	Supportive climate and collaboration
R3	It mostly acts as a communication bridge among teachers.	Supportive climate and collaboration
R4	—	Supportive climate and collaboration
R5	My colleagues and I not only constantly share our experiences and teaching methods with one another, but we also usually seek each other's help to resolve classroom challenges or students' behavioral issues.	Supportive climate and collaboration
R6	Even new teachers are welcomed and encouraged to voice their concerns so that we can find shared solutions. There is equal opportunity to express opinions and respect for differences in preferences.	Supportive climate and collaboration
R7	—	Supportive climate and collaboration
R8	Sometimes small teams are formed in which one teacher, as an observer, attends a colleague's class and later provides feedback. This rotation of roles helps all of us gain experience from both sides.	Supportive climate and collaboration
R8	In peer-teacher sessions, the climate of trust and collaboration is very strong.	Supportive climate and collaboration

R9	—	Supportive climate and collaboration
R10	Everyone is encouraged to analyze their own teaching method and to see the group's opinions as an opportunity for revision and strengthening.	Supportive climate and collaboration
R11	In our school, this supervision is defined as a continuous collective project.	Supportive climate and collaboration
R12	Collective learning and the transfer of experiences have strengthened our cohesion and created a safe environment for growth.	Supportive climate and collaboration
R12	This has made the atmosphere encouraging. Criticisms are always raised with composure and constructive suggestions; no teacher feels weak or ignored, and experienced individuals try to provide more support to novices.	Supportive climate and collaboration
R13	It is recommended to hold group meetings with parents and external counselors so that the circle of learning becomes broader.	Supportive climate and collaboration
R14	Our school benefits from sound management and a supportive climate, setting the stage for peer-teacher methods. A supportive, positive mindset reduces teachers' sense of isolation and deepens their professional outlook on classroom issues.	Supportive climate and collaboration
R14	A spirit of cooperation and a friendly, encouraging atmosphere prevails; colleagues consult and benefit from one another's solutions.	Supportive climate and collaboration
R1	Its main aim is to enhance teachers' professional competencies and improve the teaching process.	Professional development
R2	Acceptance of differences and respect for diverse opinions are salient; everyone considers themselves an effective member and strives to elevate group educational activities.	Professional development
R2	Connection to up-to-date scientific resources and external experts can enrich the process and lead to growth for all members.	Professional development
R3	—	Professional development
R4	Opportunities to use scientific resources, workshops, and successful experiences of other schools should be strengthened for continuous professional growth.	Professional development
R5	Encouraging professional training and participation in relevant workshops can raise teachers' scholarly and practical levels.	Professional development
R6	More specialized workshops with guest lecturers should be held so that professional growth is ongoing.	Professional development
R7	Peer supervision is defined as a two-way growth process.	Professional development
R7	Create an individual professional development dossier for each teacher to track their trajectory with annual feedback.	Professional development
R8	—	Professional development
R9	Establish a professional teachers' club and invite guest lecturers.	Professional development
R10	Create an online experience bank and comprehensive training workshops to raise the professional level.	Professional development
R11	Issue certificates for teachers who help others' professional development, support short-term courses, and archive teaching videos and feedback digitally.	Professional development
R12	Hold joint educational gatherings with neighboring schools to add new capacities.	Professional development
R13	The environment is open; mistakes are opportunities for growth for everyone.	Professional development
R14	Peer-teacher work enables collaboration among seasoned and younger educated colleagues, fostering professional growth.	Professional development
R1	They provide feedback.	Continuous and rotational feedback
R1	Teachers often seek constructive, helpful feedback to improve teaching methods.	Continuous and rotational feedback
R2	—	Continuous and rotational feedback
R3	New or less experienced teachers should exchange views with experienced teachers for reciprocal learning and effective transfer of experience.	Continuous and rotational feedback
R3	Feedback is not one-way; each teacher is both receiver and giver, increasing dynamism and effectiveness.	Continuous and rotational feedback
R3	Feedback is continuous and the dialogue cycle is open; strategies tested are reported back and discussed.	Continuous and rotational feedback
R4	Feedback is not given just once; operational results of proposed strategies are presented and evaluated collectively next time.	Continuous and rotational feedback
R4	Continuous feedback and equal opportunity for all; the process is not limited to a few teachers.	Continuous and rotational feedback
R4	Establish a culture of constructive, rotational feedback with reporting on implemented suggestions to create a learning cycle.	Continuous and rotational feedback

R5	We give honest, respectful feedback and feel responsible to help others progress.	Continuous and rotational feedback
R5	Feedback is continuous and trackable.	Continuous and rotational feedback
R6	Feedback addresses strengths as well as weaknesses, with constructive suggestions.	Continuous and rotational feedback
R6	Ongoing meetings and follow-up make the feedback loop more authentic.	Continuous and rotational feedback
R7	—	Continuous and rotational feedback
R8	Every teacher can speak about mistakes and successes; others provide feedback.	Continuous and rotational feedback
R9	Sharing details of teaching—successes and failures—is a continuous collective practice.	Continuous and rotational feedback
R9	Feedback is continuous and evidence-based; new methods are reviewed for strengths and weaknesses in subsequent sessions.	Continuous and rotational feedback
R10	Each cycle of experiences is carefully documented for subsequent groups.	Continuous and rotational feedback
R11	A monthly report of findings is prepared and presented to the group.	Continuous and rotational feedback
R11	Feedback is delivered after every action to keep idea refinement open.	Continuous and rotational feedback
R12	—	Continuous and rotational feedback
R13	Feedback is always constructive and aims at continuous improvement of teaching.	Continuous and rotational feedback
R13	Feedback repeats in an open loop to create tangible results.	Continuous and rotational feedback
R14	A teacher applies a colleague's suggestion, receives feedback, and reflects it back to the group; the cycle continues until the issue is resolved.	Continuous and rotational feedback
R1	Peer-teacher supervision helps teachers identify strengths and weaknesses and improve via constructive feedback.	Mutual learning and problem-solving
R1	Conducted periodically via workshops and exchange sessions aimed at sharing experiences and successful methods.	Mutual learning and problem-solving
R2	Teachers of the same or similar grades share common problems and effective methods; both novice and experienced teachers grow.	Mutual learning and problem-solving
R2	Even with differences in student age/levels, common grounds among teachers can yield creative solutions.	Mutual learning and problem-solving
R2	Continuity of the feedback loop is impactful; teachers reflect results back to the group to keep problem-solving dynamic.	Mutual learning and problem-solving
R3	Diverse backgrounds lead to multiple solutions whenever problems arise.	Mutual learning and problem-solving
R3	Emphasis on interaction and mutual learning is a defining feature.	Mutual learning and problem-solving
R4	Open dialogue on challenges and effective approaches helps reach joint solutions or inspire individualized methods.	Mutual learning and problem-solving
R4	Everyone is both teacher and learner; knowledge of new teachers is welcomed, strengthening collective growth.	Mutual learning and problem-solving
R5	Free interaction and two-way learning are the most important characteristics.	Mutual learning and problem-solving
R6	Provides a platform for active participation, peer learning, and team-based resolution of educational challenges.	Mutual learning and problem-solving
R7	Exchanges occur in formal meetings and informally during breaks/teachers' room.	Mutual learning and problem-solving
R8	—	Mutual learning and problem-solving
R9	We replace individual solutions with collective search for answers.	Mutual learning and problem-solving
R10	Mutual learning is at the core of supervisory activities.	Mutual learning and problem-solving
R11	—	Mutual learning and problem-solving
R12	Direct, practical learning from colleagues who each excel in specific areas.	Mutual learning and problem-solving
R13	—	Mutual learning and problem-solving

R14	Teachers attend to colleagues' issues to help; the principal leads a safe, supportive, friendly environment that fosters peer identity.	Mutual learning and problem-solving
R1	Creating a culture of collaborative learning where teachers work in groups/teams; reduces isolation and boosts job satisfaction.	Experience sharing
R1	Tools facilitate observation/feedback and enable easy sharing of experiences.	Experience sharing
R2	Individualized classroom experiences become a treasury of practical solutions when shared.	Experience sharing
R3	—	Experience sharing
R4	Weekly/monthly subject-group meetings to share instructional experiences freely.	Experience sharing
R4	Knowledge and real-world experiences are shared from classroom practice, not merely theory.	Experience sharing
R5	—	Experience sharing
R6	Peer supervision does not end with transfer of experiences.	Experience sharing
R7	One or more teachers implement new ideas/strategies and later share results with the group.	Experience sharing
R8	Teaching-critique sessions with volunteers from other schools; short video feedback; online platform to expand impact.	Experience sharing
R9	—	Experience sharing
R10	Free exchange of experiences, acceptance of constructive criticism, and problem-solving focus (not blame).	Experience sharing
R11	Teacher creativity meetings, group class visits, and time dedicated to successes/failures are local dimensions.	Experience sharing
R12	Document successful experiences in the school bulletin and form online learning groups.	Experience sharing
R13	Create a repository of unsuccessful experiences to enable learning from errors.	Experience sharing
R14	Peer-teacher work is a way to share experiences (e.g., Teachers' Council sessions).	Experience sharing
R1	Teachers voluntarily open their classes to peer observation, signaling willingness for continuous improvement; this transparency builds trust and informs PD planning.	Voluntary participation
R2	While some teachers participate voluntarily...	Voluntary participation
R2	Teachers enter the process of their own will and without compulsion.	Voluntary participation
R2	The first important dimension is voluntariness of teachers' participation.	Voluntary participation
R3	The process is based on encouragement and voluntary participation.	Voluntary participation
R3	We all attend with interest, without managerial coercion.	Voluntary participation
R3	The space is entirely voluntary; active participation occurs by teachers' own will.	Voluntary participation
R4	No one is forced to attend or speak; most participate willingly because outcomes support growth and problem-solving.	Voluntary participation
R4	Active, voluntary participation reflects the belief that each teacher is responsible for their own learning and professional development.	Voluntary participation
R5	No obligation to participate; most attend out of interest and personal motivation.	Voluntary participation
R5	Voluntary participation of teachers in meetings.	Voluntary participation
R5	Strengthen voluntariness and mutual trust among teachers.	Voluntary participation
R6	The current climate avoids unhealthy competition; teachers join by choice.	Voluntary participation
R7	The current school climate reinforces voluntary motivation.	Voluntary participation
R7	Review sessions without principal/official supervisors make participation voluntary and intimate.	Voluntary participation
R8	Each teacher participates of their own free will.	Voluntary participation
R9	Most join willingly; interaction sometimes includes students and parents' experiences.	Voluntary participation
R10	—	Voluntary participation
R11	Each teacher voluntarily collaborates with one or more colleagues to analyze problems.	Voluntary participation
R12	Teachers' presence is voluntary; few attend out of compulsion.	Voluntary participation
R13	All sessions are held by teachers' consent; some follow up more to operationalize feedback.	Voluntary participation
R14	Teachers participate based on personal trust; acting by choice helps them select appropriate classroom actions and achieve desirable results.	Voluntary participation
R14	Teachers do not participate by compulsion; in a supportive environment, they voluntarily engage, record proposed solutions, and reuse them under similar conditions.	Voluntary participation

R1	It helps improve teaching methods.	Strategic skill and reflection on experience
R2	Strategic thinking: adapting feedback and others' experiences to one's conditions and using them as a personal strategy.	Strategic skill and reflection on experience
R3	Space to share experiences honestly, including mistakes or successful strategies, without fear of judgment.	Strategic skill and reflection on experience
R3	Teachers are encouraged to reflect on personal style/conditions and generalize appropriate strategies; reflection and strategic thinking are personalized.	Strategic skill and reflection on experience
R4	—	Strategic skill and reflection on experience
R5	Reflecting on and applying new strategies in classes.	Strategic skill and reflection on experience
R5	Build a school "experience bank" so successful solutions are accessible to all.	Strategic skill and reflection on experience
R6	Teachers present problems/successes; colleagues purposefully contribute similar examples or new solutions.	Strategic skill and reflection on experience
R7	By raising successful or failed teaching examples, we find pathways to collective improvement.	Strategic skill and reflection on experience
R8	Interaction across grade levels, supporting new teachers, and leveraging local/innovative achievements effective in the region.	Strategic skill and reflection on experience
R9	The supervision is like an educational laboratory enriched by each teacher's background and perspective.	Strategic skill and reflection on experience
R9	Locally successful experiences are compiled and operationalized.	Strategic skill and reflection on experience
R10	Testing new strategies, collectively reflecting on results, and collaborating with educational consultants.	Strategic skill and reflection on experience
R10	Develop operational reflection courses, invite convergence of individual differences, and professionally track teachers' successes.	Strategic skill and reflection on experience
R11	Transform experiences into standardized, replicable methods.	Strategic skill and reflection on experience
R12	Use local teaching methods, involve parents in special projects, and encourage interdisciplinary collaboration; teachers can present local styles without direct managerial interference.	Strategic skill and reflection on experience
R13	Emphasize active, student-centered methods; leverage local facilities; and address region-specific issues (e.g., resource scarcity, cultural diversity).	Strategic skill and reflection on experience
R14	Reflect on what is learned from colleagues, synthesize it, and later use it as a principle for professional advancement under emerging conditions.	Strategic skill and reflection on experience
R1	—	Justice and balance
R2	All teachers, regardless of seniority/position, have equal opportunities to express views/experiences and receive mutual respect; justice in opportunity and being heard increases participation.	Justice and balance
R3	Justice and balance: everyone may speak; no participation is overlooked. Management ensures voices are heard regardless of experience/seniority; novices are encouraged, and every voice is respected.	Justice and balance
R4	The principal emphasizes respect for every opinion and allocates time for each teacher to present.	Justice and balance
R4	Emphasize justice and equal opportunity; even least experienced teachers should be encouraged to share concerns and viewpoints.	Justice and balance
R5	Emphasis on equal opportunity to express opinions.	Justice and balance
R5	Rotate class visits and experience-exchange meetings among all teachers to enhance justice and balance.	Justice and balance
R6	—	Justice and balance
R7	Everyone has the opportunity to express an opinion.	Justice and balance
R7	Equal opportunity to speak significantly advances collective progress.	Justice and balance
R8	The most important part of peer supervision is a supportive, reassuring environment for open dialogue.	Justice and balance

R9	—	Justice and balance
R10	Every voice is heard; novices and experienced teachers alike have opportunities to learn and be seen. Additional time is given to quieter teachers to realize procedural justice.	Justice and balance
R11	Trust and respect are foundational.	Justice and balance
R12	The process underpins instructional quality improvement because teachers can freely introduce creative ideas and raise weaknesses without fear.	Justice and balance
R13	Justice is observed because management is impartial in distributing opportunities to attend or present experiences.	Justice and balance
R14	All teachers are at the same grade/rank; only experience differs, so peer-teacher work helps balance (regarding experience).	Justice and balance

In Table (2), different factors were categorized, and the frequency and percentage of each category were calculated and presented.

Table 2

Descriptive Output of Extracted Codes

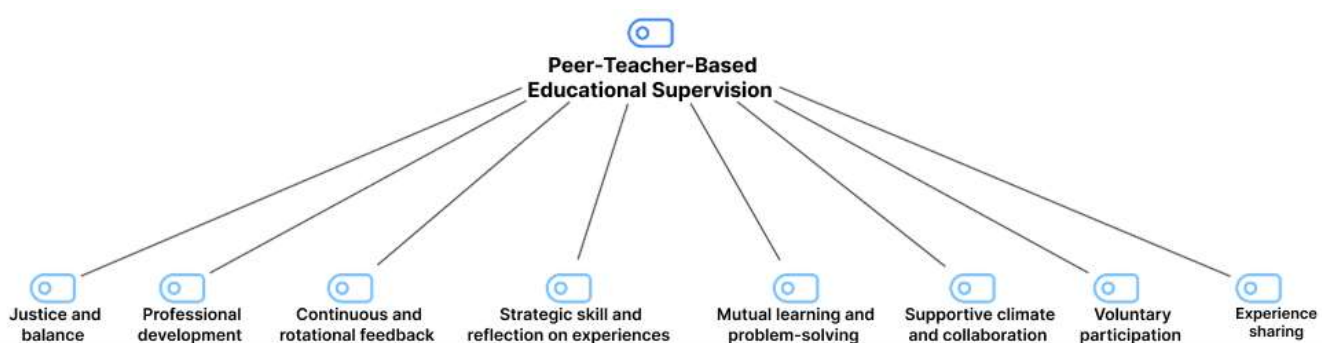
Secondary concepts	Frequency	Percentage
Voluntary participation	22	16.79
Continuous and rotational feedback	21	16.03
Strategic skill and reflection on experiences	17	12.98
Mutual learning and problem-solving	15	11.45
Supportive climate and collaboration	15	11.45
Professional development	14	10.69
Justice and balance	14	10.69
Experience sharing	13	9.92
Total	131	100

According to the above table, approximately 17% of the interviews referred to the dimension of voluntary participation, and 16% to continuous and rotational feedback. Furthermore, the dimensions of strategic skill and reflection on experiences, mutual learning and problem-

solving, and supportive climate and collaboration ranked next in order. This issue can be seen in more detail and visually in the following chart. Ultimately, the qualitative model of peer-teacher-based educational supervision is illustrated as follows.

Figure 1

Qualitative Model of Peer-Teacher-Based Educational Supervision



Therefore, based on the interviews, it was found that peer-teacher-based educational supervision, as the main variable (central phenomenon), includes eight local dimensions and components:

1. Experience sharing
2. Voluntary participation
3. Supportive climate and collaboration
4. Mutual learning and problem-solving
5. Strategic skill and reflection on experiences

6. Continuous and rotational feedback
7. Professional development
8. Justice and balance

4. Discussion and Conclusion

The findings of this study revealed eight fundamental dimensions for constructing a localized model of peer-based educational supervision: experience sharing, voluntary participation, supportive climate and collaboration, mutual learning and problem-solving, strategic skill and reflection on experiences, continuous and rotational feedback, professional development, and justice and balance. These components collectively highlight that peer supervision is not a linear or hierarchical process but a multidimensional practice that requires the interplay of individual agency, collegial trust, and institutional support. Among these dimensions, voluntary participation and continuous feedback emerged as the most prominent, accounting for nearly one-third of all references in teacher interviews. This indicates that teachers attribute successful supervision less to imposed structures and more to the quality of interpersonal relationships and the sustainability of professional dialogue.

The emphasis on voluntary participation, cited by approximately 17% of the respondents, demonstrates a clear departure from older supervision models characterized by compulsion and hierarchical monitoring. Teachers' willingness to engage voluntarily suggests that sustainable professional growth is possible only when autonomy and self-determination are respected. This aligns with findings in Indonesia, where peer-to-peer supervision has been successfully implemented in Islamic education settings, highlighting the centrality of voluntariness in creating effective professional development outcomes (Musnandar et al., 2024; Supatah et al., 2024). In elementary schools, a peer-based academic supervision model designed to enhance 21st-century teaching skills similarly underscored that teacher engagement is most effective when rooted in voluntary collaboration and intrinsic motivation (Pramasari et al., 2025). The present study therefore supports the broader international evidence that voluntariness is a cornerstone of effective peer supervision.

The second most frequently mentioned dimension was continuous and rotational feedback, which represented about 16% of responses. Teachers strongly emphasized that feedback must not be a one-time event but a recurring and reciprocal process in which all teachers act both as givers

and receivers of critique. This principle mirrors the findings of (García, 2024), who argued that peer feedback contributes to teacher professional development only when it is ongoing, dialogical, and situated in trust. In a similar vein, action research on simulation-based training demonstrated that structured, rotational feedback significantly improved local faculty development by encouraging mutual accountability and iterative reflection (Pannekoeke et al., 2023). These converging findings reinforce the notion that peer supervision should be conceptualized as an iterative cycle of dialogue, reflection, and application rather than as an evaluative endpoint.

Strategic skill and reflection on experiences, highlighted by approximately 13% of participants, points to the necessity of integrating reflective practice into supervision. Teachers in this study described supervision as valuable not only for the feedback received but for how that feedback could be strategically adapted into their personal teaching style. This resonates with the developmental supervision framework advanced by (Glickman et al., 2018), which posits that reflection is essential for professional growth. Moreover, (Cwikla, 2022) showed that peer coaching enhances teachers' ability to design formative assessments precisely because it fosters structured reflection on classroom practice. Similarly, teachers in this study stressed the importance of reflection as a tool to transform external critique into personalized strategies, thereby confirming earlier scholarly arguments about reflective practice as the engine of professional development.

Mutual learning and problem-solving, representing about 11% of responses, were also critical to the localized model. Teachers emphasized that peer supervision enabled them to approach classroom challenges collaboratively, pooling their experiences to generate creative and practical solutions. This finding is in agreement with (Murphy et al., 2024), who showed that peer-based learning environments encourage teachers to function as communities of practice, where knowledge is socially constructed and shared rather than imposed. Similarly, (Sajedi & Farnia, 2025) found that peer teaching fosters reciprocal growth by transforming classroom interactions into opportunities for teachers themselves to learn. Research on peer mentoring models for university faculty also supports this conclusion, demonstrating that collaborative structures promote both mutual learning and innovation (Ouzaei et al., 2023). Furthermore, virtual peer training programs have been shown to extend collaborative learning into online spaces, expanding the reach and inclusivity of peer supervision

(Ruzbahani, 2023). Taken together, these findings highlight the centrality of collective problem-solving and mutual learning as defining characteristics of effective supervision.

The supportive climate and collaboration dimension, also mentioned by 11% of respondents, stresses the importance of building trust-based environments where teachers feel safe to share challenges without fear of criticism. Teachers in this study emphasized that when a collaborative atmosphere is established, feedback is internalized as supportive rather than punitive. This is supported by (Jones, 2023), who demonstrated in the MASTER coaching program that developmental interventions were only effective when underpinned by climates of trust and collegiality. Likewise, systematic reviews of peer mentoring identified supportive climates as essential for meaningful professional development (Yasaul et al., 2023). By confirming these insights, the present study underscores that supportive collaboration is not simply a facilitative factor but a foundational requirement for successful peer supervision.

Professional development, cited by 11% of participants, was another significant theme, showing that teachers view peer supervision as a mechanism for continuous professional growth beyond immediate classroom challenges. Teachers described peer observation, workshops, and training opportunities as critical for sustaining professional advancement. This finding is consistent with (Yasaul et al., 2023), who identified structured professional development opportunities as indispensable in peer mentoring frameworks. Similarly, research on peer mentoring programs at Farhangian University demonstrated that formalized professional development initiatives provide structure and sustainability to peer supervision (Ouzaei et al., 2023). Justice and balance, also reported by 11% of respondents, reflect the necessity of ensuring fairness and equal opportunity within supervisory processes. Teachers emphasized that supervision should not privilege seniority or experience but should ensure that every participant's voice is heard. This finding echoes critiques by (Jafarloo, 2018), who warned of inequities in Iranian educational supervision systems, and the discussions of (Khorshidi, 2017), who emphasized the importance of fairness in supervision and guidance frameworks.

Experience sharing, though less frequently reported (about 10%), remains vital in building authentic professional learning communities. Teachers noted that sharing both successes and failures created a repository of practical knowledge from which colleagues could draw. This is strongly aligned with the findings of (Ruzbahani, 2023), who

showed that virtual peer training's success was largely due to opportunities for teachers to share practical experiences. (Sajedi & Farnia, 2025) also found that peer teaching fosters professional growth by enabling teachers to draw from one another's lived experiences. These results suggest that while experience sharing may be less frequently emphasized than voluntariness or feedback, it remains an indispensable element of sustainable peer supervision.

When positioned alongside the existing literature, the eight dimensions identified in this study form a comprehensive framework that is highly consistent with international trends. Studies in Indonesia, Europe, and Iran all affirm that peer supervision is most effective when voluntariness, feedback, reflection, and collaboration intersect (Murphy et al., 2024; Musnandar et al., 2024; Pramasari et al., 2025; Supatah et al., 2024). The evidence presented here also confirms the universality of these dimensions across contexts, from sports coaching (Jones, 2023) to simulation-based nursing education (Pannekoeke et al., 2023), thereby demonstrating the flexibility of peer-based supervision as a professional development tool. Importantly, this study extends prior research by integrating justice and balance into the model, a dimension often overlooked in Western literature but critical in local contexts where equity and fairness strongly shape perceptions of legitimacy (Jafarloo, 2018; Khorshidi, 2017).

The findings thus advance both theoretical and practical understandings of peer supervision. Theoretically, they extend developmental models (Glickman et al., 2018) by demonstrating how reflection and voluntariness operate in practice when embedded within localized peer supervision structures. They also provide empirical validation of systematic reviews of peer mentoring (Yasaul et al., 2023), which emphasized the interdependence of multiple dimensions. Practically, this study illustrates how global principles of peer supervision can be tailored to the needs of specific educational settings, offering a roadmap for localized adaptation. This directly responds to calls for context-sensitive planning in supervisory practices (Ramdhani & Robbi, 2024) and provides a model for other institutions seeking to reconcile managerial oversight with teacher-driven professional development.

In sum, the results of this study reinforce the growing body of evidence that peer-based supervision is a transformative approach capable of balancing accountability with empowerment, reflection with action, and fairness with collaboration. By identifying eight interrelated dimensions, the study contributes to the design of localized, practical, and

theoretically grounded supervision models that can guide future educational reform.

This study, while offering valuable insights, is not without limitations. First, the research was conducted within a specific regional and institutional context, which may limit the generalizability of the findings to other educational systems with different cultural or administrative structures. Second, the reliance on qualitative interviews, while rich in detail, may not capture the full spectrum of perspectives, particularly those of teachers who may have been less willing to participate in discussions about supervision. Third, the cross-sectional nature of the study restricts the ability to observe long-term effects of peer supervision on teacher performance and student outcomes. Finally, the study primarily focused on teachers' perceptions and experiences, without integrating the perspectives of administrators, students, or policymakers, which could provide a more holistic understanding of peer supervision.

Future research should explore the implementation of peer-based supervision across a wider variety of educational contexts, including rural and urban schools, public and private institutions, and different cultural settings, to enhance the generalizability of findings. Longitudinal studies are needed to examine the sustained impact of peer supervision on teaching quality, professional development, and student achievement over time. Further, quantitative approaches such as surveys and experimental designs could complement qualitative findings and provide stronger evidence of causal relationships. Future research might also investigate how digital platforms and virtual peer networks can expand opportunities for supervision, especially in the post-pandemic era where hybrid and online learning environments have become more prevalent. Additionally, comparative studies could examine differences between teacher-led peer supervision and administrator-led supervision to highlight their unique contributions and potential synergies.

For practice, educational leaders should prioritize the creation of supportive environments where voluntary participation and trust can flourish, as these are foundational to effective peer supervision. Schools should establish structured frameworks that institutionalize continuous and rotational feedback, ensuring that teachers engage in ongoing cycles of reflection and improvement. Professional development programs should integrate peer mentoring, collaborative problem-solving, and experiential knowledge sharing to reinforce teacher growth. Policies should also emphasize fairness and balance, guaranteeing equal

opportunities for participation regardless of teachers' seniority or status. Finally, integrating digital tools and online platforms could further enhance the accessibility and scalability of peer supervision, allowing schools to build sustainable professional learning communities that extend beyond physical boundaries.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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Declaration of Interest

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