

As part of the London Schools' Excellence Fund, Let's Think in English trained 42 secondary and 10 primary teachers in 2014/15. At the start and completion of the training, teachers undertook a self-efficacy test, reviewing their confidence in different aspects of teaching.

On completion of the one year training programme teachers felt they had improved in every aspect of their teaching. The 5 most marked increases in individual aspects of efficacy were in teachers' ability:

- to provide appropriate challenges for the more capable students(+24.9%)
- to implement alternative strategies in their classrooms (+23.7%)
- to help their students think critically (+22.9%)
- to provide an alternative explanation or example when students are confused (+20.4%)
- to adjust their lessons to the proper level for individual students (+18.8%)

Teacher Confidence Survey

This survey asked teachers to grade themselves in terms of confidence on a nine point scale (1 = least confident, 9 = most confident) against 16 aspects of teacher efficacy:

- 1 How much can you do to get through to the most difficult students?
- 2 How much can you do to help your students think critically?
- 3 How much can you do to motivate students who show low interest in school work?
- 4 How much can you do to get students to believe they can do well in school work?
- 5 How well can you respond to difficult questions from your students?
- 6 How much can you do to help your students value learning?
- 7 How much can you gauge student comprehension of what you have taught?
- 8 To what extent can you craft good questions for your students?
- 9 How much can you do to foster student creativity?
- 10 How much can you do to improve the understanding of a student who is failing?
- 11 How much can you do to adjust your lessons to the proper level for individual students?
- 12 How much can you use a variety of assessment strategies?
- 13 To what extent can you provide an alternative explanation or example when students are confused?
- 14 How much can you assist families in helping their children do well in school?
- 15 How well can you implement alternative strategies in your classroom?
- 16 How well can you provide appropriate challenges for very capable students?

Change in teachers' views of efficacy

