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?