Investigating the relationship between continuing professional development, teacher efficacy and student learning outcomes in the middle years of schooling

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Abstract:

Improving student achievement outcomes in a priority for all who are involved in teaching (Cotton & Dow, 2001; Parta, 2012; New Zealand Education Review Office, 2012). Research evidence shows that young adolescent learners have specific educational needs that are best catered for by pedagogies and practices that are responsive to their developmental needs (Middle Years of Compulsory Education, 2001; New Zealand Education Review Office, 2012). However, years of research in New Zealand (Kidd & Gladding, 1999; Kidd, Gladding, & Kingsbury, 2001) have accumulated evidence that effective teaching in the middle years of schooling requires specific knowledge, skills, and dispositions. These needs are also supported by diverse sources (Kidd, 2002; Middle Years of Compulsory Education, 2001; New Zealand Education Review Office, 2012). Research evidence shows that young adolescent learners have specific educational needs that are best catered for by pedagogies and practices that are responsive to their developmental needs (Middle Years of Compulsory Education, 2001; New Zealand Education Review Office, 2012). However, years of research in New Zealand (Kidd & Gladding, 1999; Kidd, Gladding, & Kingsbury, 2001) have accumulated evidence that effective teaching in the middle years of schooling requires specific knowledge, skills, and dispositions. These needs are also supported by diverse sources (Kidd, 2002; Middle Years of Compulsory Education, 2001; New Zealand Education Review Office, 2012).