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Titolo	Asia-Pacific Perspectives on Teacher Self-Efficacy // edited by Susanne Garvis, Donna Pendergast
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Acknowledgement -- List of Figures -- List of Tables -- Acronyms and Abbreviations -- Introduction -- Preservice Teacher Self-Efficacy Beliefs: An Opportunity to Generate "Good Research" in the Asia-Pacific Region -- The Mediating Role of Collective Teacher Efficacy Beliefs in the Relationship between School Climate and Teacher Self-Efficacy across Mainstream and Special Needs Schools -- Understanding Teacher Self-Efficacy to Teach in Inclusive Classrooms -- Teaching Efficacy Belief as a New Paradigm for Teacher Career Development and Professionalism in Korea -- A Comparative Study of Early Childhood Teacher Self-Efficacy for Arts Education in Australia and Oman -- Inclusion, Classroom Management and Teacher Self-Efficacy in an Australian Context -- Teacher Self-Efficacy and Junior Secondary: Exploring a Moment of Reform in Queensland Schools -- Teacher Efficacy Research in Mainland China -- About the Contributors.
Sommario/riassunto	In this book the editors have been able to provide a snapshot of current research being undertaken in the Asia-Pacific region in regards to teacher self-efficacy beliefs. This includes specific focuses on inclusive teaching, professionalism, subject domains, collective efficacy as well as specific contexts of early childhood education and care, primary schools education, special needs schools and teacher education. This allows the reader to begin to develop an understanding about the complexity of teacher self-efficacy as well as the development and

relationship between self-efficacy and other theoretical constructs and concepts. The book begins with an overall summary of research in the Asia-Pacific region before moving to a specific focus on research in different countries. All of the chapters also provide hope to the reader about the possibilities of understanding and supporting teachers and schools beliefs to enhance teacherbehaviour. Through the implementation of teacher self-efficacy beliefs into educational contexts, teacher education programmes and professional development programmes, there is strong hope that the outcomes of education systems in supporting all students in their learning can be achieved. By allowing teachers to develop their own sources of efficacy and supporting these through all stages of career development, all children can be supported in their own learning.
