

## Teacher self-efficacy: Impact on pedagogy

Naomi Ingram

*University of Otago*

<naomi.ingram@otago.ac.nz>

David Berg

*University of Otago*

<david.berg@otago.ac.nz>

Mustafa Asil

*University of Otago*

<Mustafa.asil@otago.ac.nz>

Jeff Smith

*University of Otago*

<jeff.smith@otago.ac.nz>

We report here on research that explored the relationship between teachers' mathematics self-efficacy and aspects of their pedagogical practices when teaching mathematics. Our data was collected through the National Monitoring Study of Students, a New Zealand study designed to understand student achievement at the primary school level. Achievement data, and contextual and background information was collected from 327 teachers of Year Four (aged 8/9) and Year Eight (aged 11/12) students across 181 nationally representative schools. A self-efficacy scale was constructed to measure teachers' self-efficacy beliefs, and teacher questionnaire items were grouped into categories based on pedagogical approaches outlined by Anthony and Walshaw (2009). Teachers who reported high mathematics self-efficacy were found to more likely enact pedagogies known to be effective in the mathematics classroom.

### References

Anthony, G., & Walshaw, M. (2009). *Effective pedagogy in mathematics* (Vol. 19). Belley, France: International Academy of Education.