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PRIMARY SCHOOL TEACHERS PERCEP The Autonomy Paradox: Teachers' Perceptions of Self-Governance Across Europe Teachers' Perceptions, Experience and Learning High School Teachers' Perceptions of Their Application of Student-centered-learning Instructional Strategies Teachers' Perceptions of Project Learning in a Secondary School in Hong Kong Teachers' Perceptions of Their Practice Since the Implementation of the National Curriculum Study of the Relationship Between Teachers' Perceptions of the Change-facilitator Style of Their Principals and the Extent to which the Characteristics of Effective Schools are Present in Their Schools A Study of Teachers Perceptions of ICC Teaching in China TEACHERS PERCEPTIONS OF ASSESS Pre-Service TVET Teachers' Perceptions of their Readiness to Integrate ICT in the Curriculum Teachers' Perceptions of Their Students in Traditional and Non-traditional High Schools PRIMARY SCHOOL TEACHERS PERCEP Teachers' Perceptions of Test-taking Behaviors of Pupils Differences in Special Education Teachers' Perceptions of School Climate Before and After No Child Left Behind and IDEA The Relationship Between Teachers' Perceptions of a Lack of Parent/Family Support and Teachers' Self- Efficacy Students' and Teachers' Perceptions of Using Drama in the Language Classroom Teachers' Perceptions of an Appraisal System in a Hong Kong Secondary School in Relation to Professional Development Teachers' Perceptions of Citizenship and Citizenship Education Exploring Teachers' Perceptions of

Positive and Negative Attitudes Toward Teachers and the Teaching Profession Students' and Teachers' Perceptions of English in CLIL Lessons at an Austrian HTL for Business Informatics and Medical and Health Informatics Teachers' Perceptions of Professional Development Experiences Risk Or Resistance The Relationship Between Teachers' Perceptions of Staff Development, Career Stage and Job Satisfaction Teachers' Perceptions of Children with Special Needs Post-primary Teachers' Perceptions of Teaching Students' Amd Teachers' Perceptions of Physical Education Teacher Perceptions of an International Baccalaureate Diploma Program in a Mid-western Inner-ring Suburban High School During the First Seven Years A Study of Teachers' Perceptions of Satisfaction with School in Fifth Year Comprehensive Teachers' Perceptions of Continuing Professional Development Teachers' Perceptions of Efficacy Development in Elementary Public and Private Schools Senior Teachers' Perceptions of Their Role in Some Lothian Primary Schools Teachers' Perceptions of a 360-degree Feedback Process Teachers' Perceptions on Their Actual Teaching Performances Teachers' Perceptions of Performance Pay and Its Impact on Teacher Motivation Teachers' Perceptions of the Introduction of an Appraisal System in a Secondary School in Relation to Professional Development Teachers' Perceptions of Communicative Language Teaching in Hong Kong Secondary Language Classrooms Teachers' Perceptions of and Attitudes to Academic Attainment Teachers' Perceptions of Assessment for Learning A Study on the Student Teachers' Perceptions of the Attributes of a Good Primary School Teacher Teachers' perceptions of discipline in Scottish schools

This study sought to examine the extent to which special education teachers' perceptions have changed over time due to changes that have occurred in the delivery of services to exceptional students. This study was accomplished by examining

secondary data obtained from the U.S. Department of Education, National Center for Education Statistics Schools and Staffing Survey (SASS) during the 1993--1994, 1999--2000, 2003--2004, and 2007--2008 school years. The National Center for Education Statistics (NCES) periodically collects, analyzes, and produces data related to education in the U.S. and other nations. Five thousand, two hundred, eighty-eight special educators at the elementary and secondary level in this country participated (n = 5,288). A 27-item survey was examined. The study was designed to answer two questions: (a) have special education teachers' perception of teacher influence (teacher control of the classroom and influence on school policies) changed pre and post NCLB and IDEA (2004); (b) have special education teachers' perceptions of normative cohesion (clear norms and cooperation among staff) changed pre and post NCLB and IDEA (2004). This study concluded that there is a difference in special education teachers' perceptions of teacher influence and normative cohesion pre and post NCLB and IDEA. The results indicated a decrease in teacher control of the classroom, influence over school policies, clear norms and cooperation among staff.-- Abstract. Master's Thesis from the year 2015 in the subject English - Pedagogy, Didactics, Literature Studies, grade: A, , course: Master of Science in Teaching English, language: English, abstract: CLIL has been promoted for solving problems of traditional language learning, student motivation and overcrowded curriculum, but the driving forces for implementing CLIL programs are different in each country. There is great accordance within the European Union that existing language barriers need to be broken down to enhance the European integration (Marsh, 2002). Therefore, it is important that most of the students have a communicative proficiency in languages other than their mother tongue. This communicative proficiency can be reached in language teaching by many ways. One method is content and language integrated learning (CLIL). CLIL is an approach that integrates the teaching

of subject content with the teaching of a non-native language. Learning other languages is very important in our global society. The knowledge of different languages helps learners to develop skills also in their first language. It helps them to develop skills to communicate about science, arts and technologies to people around the world. In a CLIL classroom, the subject content and language skills are taught together. The new curricula for the Austrian upper secondary vocational colleges (technical as well as economic) require the usage of the English language in content subjects. Within all subjects and teachers there must be at least 72 lessons per year taught in English. This book is an inquiry into teachers' belief of inter/cultural teaching (IC) in the Chinese English language teaching (ELT) context in which teachers' understanding is fundamental to any pedagogical practice or reform. Through a questionnaire survey among Chinese English teachers, the author tends to find out the status quo of teachers' perception on various aspects of IC-oriented ELT context in China, including teacher's perspective of the objectives of language and culture teaching; teacher's understanding of 'culture'; the cultural topics they favored to teach in the classroom; the techniques they use to teach culture; time allocation to cultural teaching and finally their attitudes towards intercultural communicative competence . The results suggest that the Chinese English teachers' conceptualization of ICC and its relevance to ELT is vague in spite of their perceived goal and desire to develop students' ICC. Such results indicate the significance of intercultural teacher education and interculturalization of ELT in the Chinese context. This study examines citizenship education perceived by teachers in three countries - USA, England, and Hong Kong. By analyzing teacher data in Civics Study (CIVED), conducted by (IEA), it identifies similarities and differences in teachers' beliefs and perceptions of citizenship education. The findings reveal strong consensus among teachers suggesting that civics education matters a great

deal for students' political development and for their countries. Teachers, also, do not demonstrate a great deal of differentiation among the citizenship models prescribed in the literature. For the teaching practices, teacher-centered methods dominate civics education classrooms, and that political socialization in the form of knowledge transmission is the most emphasized objective. Finally, it recommends that cross- national studies need to theorize as much about similarities among educational systems as they currently do for the differences. Also, it suggests a need to develop a more inclusive theoretical framework of citizenship. Academic Paper from the year 2019 in the subject Pedagogy - Job Education, Occupational Training, Further Education, , course: ICT for Educators, language: English, abstract: The Jamaican Government with support from UNESCO have begun the implementation of the Information and Communications Technology Competency Framework for Teachers (ICT-CFT). A new ICT-CFT Curriculum has been developed from this framework and is currently being piloted at the University of Technology, Jamaica. This study was conducted among the pilot group of pre-service teachers to determine their perceptions of the impact of this new course of study on their abilities to integrate ICT in their specialist areas. Two research questions guided the study. A total of 30 pre-service TVET teacher, two lecturers and the educational technologist were purposefully selected for the study. The sample size was (n =33). A questionnaire and interviews were used to collect data. The findings showed that gender matters as it relates to the perceptions of pre-service TVET teachers and their readiness to integrate ICT in the curriculum. Males demonstrated a higher level of perceptions than their females. There was no difference in the perceptions of males and females towards their preparation to integrate ICT in the curriculum. Factors such as age group, prior exposure to ICT, and previous teaching experience, were not significant. The interview findings suggested that peer support

and adequate technical support were among the factors that can impact the pre-service TVET teachers' mastery of integration of ICT in the curriculum. Recommendations were made on supporting the pre-service TVET teachers, modeling effective technology integration, promoting self-efficacy, and observing the pre-service TVET teachers during the practicum. This qualitative study examined the perceptions of teachers of performance pay and its impact on teacher motivation. Data were collected and triangulated by utilizing a researcher created survey, open ended questions, and interview questions. This qualitative study sought to answer three research questions regarding teachers' perceptions of performance pay and its impact on teacher motivation. The research questions that guided this study were: (1) What are the perceptions of teachers regarding the concept of performance pay? (2) What are the perceptions of teachers regarding the impact of performance pay on teacher motivation? (3) How do the perceptions of performance pay differ among newer teachers versus veteran teachers and among elementary versus secondary teachers? The participants involved in the study included 177 teachers varying in years of experience and educational level taught (elementary and secondary). The setting of the study was a large suburban school district located in southeastern Pennsylvania. A report of the data indicated that teachers did not perceive an educational benefit to performance pay. Teachers of all levels of experience and educational levels reported that performance pay would not lead to increased student achievement nor would it motivate them to become better educators. Nearly all of the teachers involved in the study reported that the opportunity to watch their students learn, grow, and achieve as well as receiving positive feedback from their principal(s) were the main motivating factors in their profession. Among the teachers that were in favor of performance pay were those with less than 10 years of experience and those who taught at the secondary level. Teachers' Perceptions, Experience and

Learning offers insightful views on the understanding of the role of teachers and the impact of their thinking and practice. The articles presented in this book illustrate the influence of teachers on student learning, school culture and their own professional identity and growth as well as highlighting challenges and constraints in preand in-service teacher education programmes that can impact teachers' own learning. The first article examined teacher experiences in the use of "design thinking" by Retna. Next, Hong's and Youngs' article looks into contradictory effects of the new national curriculum in South Korea. Lu, Wang, Ma, Clarke and Collins explored Chinese teachers' commitment to being a cooperating teacher for rural practicum placements. Kainzbauer and Hunt investigate foreign university teachers' experiences and perceptions in teaching graduate schools in Thailand. On inclusive education in Singapore, Yeo, Chong, Neihart and Huan examined teachers' first-hand experiences with inclusion; while Poon, Ng, Wong and Kaur study teachers' perceptions of factors associated with inclusive education. The book ends with two articles on teacher preparation by Hardman, Stoff, Aung and Elliott who examined the pedagogical practices of mathematics teaching in primary schools in Myanmar, and Zein who focuses on teacher learning by examining the adequacy of preservice education in Indonesia for preparing primary school English teachers. The contributing authors' rich perspectives in different educational, geographical and socio-cultural contexts would serve as a valuable resource for policy makers, educational leaders, individual researchers and practitioners who are involved in teacher education research and policy. This book was originally published as a special issue of the Asia Pacific Journal of Education. This dissertation, "Primary School Teachers' Perceptions of Project Learning" by Shun-mei, Siu, □□□, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this

Abstract: Abstract This study explores Hong Kong primary school teachers' perceptions of project learning and the development of nine generic skills through such learning. It is argued that project learning for primary school students is a form of assisted learning. The assistance includes a well-planned curriculum, grouping of mixed abilities students in project groups, provision of training and teaching resources to teachers and most importantly, teachers' intentional assistance to students in cultivating students' generic skills. How well teachers' perceptions matched with this assertion was investigated in this research. The research is a case study of teachers' perception of project learning in a local primary school. Teachers of the case school have proper training on implementing project learning, and have three years of experience conducting them. Findings were obtained from questionnaire answered by twenty teachers of the case school, interviews with three teachers and observation on the performance of students' generic skills by the researcher. These were triangulated to enhance the validity of the study. iiIt was found that teachers of the case school had a clear understanding of project learning, and how and why it should be conducted. They also expressed their competent views on the critical success factors in project learning. At the planning and administrative level, success in project learning would have to rely on: the leadership of the principal, teacher training, the appointment of a project coordinator, and the support offered by this person. At the teaching and learning level, success in project learning would depend on teacher's careful planning and guidance. Teachers must follow closely the students through the project. Students would need a lot of prompting and inspiration. Other preferred practices of project learning were also identified. Teachers in general had a positive attitude towards project

learning. Although they believed that guiding students through project learning was a more laborious task than teaching a normal classroom lesson, most of them agreed that the implementation of project learning could improve classroom teaching and also their professional image. Both the teachers and the researcher agreed that students developed all the nine generic skills in the process of project learning, with collaboration and communication skills as the most effectively acquired. The teachers also believed that iiithe students, besides gaining knowledge, could now better express their talents, develop interest in learning, and gain confidence in approaching problems. There are implications of the study for all stakeholders in education. For education planners and heads of schools, difficulties in implementing project learning, as identified by the teachers, lay in having teachers not fully understanding the purpose and method of implementation of project learning. Another problem identified was that teachers had a tendency to spend more effort on exhibit (product) and less on the process of learning. For frontline teachers the results of the study provide 'effective guidance to facilitate the process of learning to teach' (Kwo, 1998, p.11). Parents may also be interested to find that students do improve in a number of areas after participating in project work, and therefore they will be more supportive to their children in project le This research is carried out to explore teachers' perspectives upon their teaching practices with respect to the in-service training program, C.O.T.E. they had been through. Teaching and in-service training have always been my interest area. Besides, after having informal conversations with the administrators from the Ministry of Education and owing to my observations, in North Cyprus the current education system needs to reformed considering main themes such as curriculum, in-service, pre-service training, material and curriculum design, lifelong learning, duration of school hours, financial issues and so forth. In this qualitative research, two major research questions

guided this study. As a researcher the constructivist philosophical stance has been employed due to the fact that the purpose is to investigate teachers' perspectives and in order to achieve this teachers themselves constructed their own perspectives on their teaching practices. Questionnaire, semi-structured interviews, video recording methods were used to gather the data. Questionnaire is used at the beginning of this research to grasp the general picture and at the same time to determine the number of participants. Then, semi structured interviews as pre and post were used to grasp a deeper understanding of teachers' perspectives and video recordings were used to reflect teachers' perspectives on their actual teaching practices. I finalized the research study by analysing and triangulating the participants'responses in relation to two major points as follows: o The effectiveness of the programme on teachers' practice as evidenced through video recordings and discussions of their teaching. o Teachers' perceptions of C.O.T.E with respect to the effectiveness of the training programme in course design, materials and practical experiences. I ended the research with the voice of the participants by underlying the significance and effectiveness of in-service training programs in general. The limitations of this study with the recommendations for further research are suggested at the end. Teachers' self-efficacy is shown to be affected by many different factors, including students, parents/families, and schools. Teachers' perception of a lack of parent/family support may be related to their reports of self-efficacy, that is, their perceived ability to successfully teach their students. This study uses data from the High School Longitudinal Study of 2009 to investigate the relationship between math teachers' perceived lack of parent/family support and their teaching self-efficacy. This study controlled for teachers' educational attainment, sex, and race to improve the estimates of this relationship. Results show that there is negative relationship between teachers' perceptions of a lack of

parent/family support and teaching self-efficacy. Teachers tend to report significantly lower levels of self-efficacy when there is a higher lack in parent/family support. This relationship remained significant after introducing the control variables during regression analysis. The results can help teachers and schools be informative on this relationship and the affect it has in the classroom. Students and teachers have a range of perceptions of Physical Education and how it affects students and their learning. Past research has indicated that Physical Education can influence students&" academic results as well as their physical development. This study identified and investigated the perceptions of students and teachers towards Physical Education and its effect on the students and their learning at one school. Through the use of semi-structured interviews, questionnaires, observations and member-checking surveys, students and teachers shared their perceptions of Physical Education. These perceptions show that teachers and students believe that Physical Education has not only physical benefits for students, but that Physical Education can also positively influence students mentally, emotionally and socially. The social aspect of Physical Education is perceived to be either positive or negative for students depending on how the teacher manages the class. Many students and teachers perceived Physical Education to be enjoyable for students and beneficial to their development. Physical Education has the potential to impact students on a spiritual level although the degree to which this occurs is difficult to determine. This study also showed that the way Physical Education is timetabled and taught can have an impact on the way students and teachers perceive this curriculum area. The purpose of this study was to determine the nature of any differences in the perceptions of teachers who taught in traditional and non-traditional high schools regarding instruction, engagement, and climate. Educators provided non-traditional environments to at-risk students; however, researchers found it

difficult to define non-traditional programs. Negative bias followed non-traditional schools, discouraged some students from attending, and prevented them from benefiting from flexible schedules of non-traditional schools. The researcher used the Teacher Perception Survey on Instruction, Engagement, and Climate then utilized independent samples t-test to determine significant differences ($p \leq .05$) existed in student behavior scores in a sample of 109 teachers. The means of the scores revealed teachers in the traditional schools perceived their students to have the agency to strive for success more so than non-traditional teachers perceived. No other significant differences existed in eight other subsections. Implications for practice and future research are identified. This research explored classroom teachers' perceptions concerning their professional development experiences by replicating Lowden's (2003) professional development evaluation questionnaire based on Guskey's (2000, 2002) previous work in this area. Guskey's (2000, 2002) instruments were structured by three major categories and further divided into six levels of professional development evaluation. Teachers from a large western school district in the United States participated in this study. Teachers responded to the Professional Development Questionnaire, as well as three demographic questions pertaining to the individual. The questionnaire included teacher's' total number of years teaching experience, Title 1 status, and teachers' current grade level. Three research questions were used to guide this study to determine if there were any significant differences between the three demographic groups. The findings indicated that there were no significant differences between groups. The data revealed low means and total scores indicating that teachers disagreed or strongly disagreed with statements. Teachers' perceptions of professional development also suggested that professional development topics were irrelevant. Teachers affirmed that they received professional development but believed there was not

Abstract: ABSTRACT of thesis entitled Teachers' perceptions of assessment for learning: A study of secondary school teachers in Hong Kong submitted by YAU KA MAN For the degree of Master of Education at the University of Hong Kong August, 2004 A paradigm shift in assessment, with the emphasis on assessment for learning, currently prevails in many parts of the world, including Hong Kong. Despite strong promotion, the implementation of assessment for learning around the world has not been as so widespread in schools as expected. 'Teachers' perceptions of assessment for learning' may be the most influential factor explaining reluctance and their actions in practice which are being affected by their current classroom beliefs and actions. This study provides insights into the factors affecting the implementation of assessment for learning in Hong Kong secondary schools from an examination of teachers' perceptions. In turn, suggestions for more effective implementation are explored. This study used an interpretative, qualitative approach. The subjects of the study were six secondary school teachers in Hong Kong who were classified into two polar types-conservative and innovative. As such, the study represents a study involving six cases. Interview was the main data collection method, although documents and students' work were collected, in some cases, for triangulation. Analysis followed Miles and Huberman (1984, 1994) as well as Strauss and Corbin (1990, 1998). iiThe findings of this study showed that assessment

for learning was not a common practice among the secondary school teachers. Their perceptions of assessment for learning were varied and confusion of meaning seemed apparent in many cases. In contrast with the hopes in the literature and the education reform reports of Hong Kong, three of the six subjects didn't view assessment for learning as an effective tool to improve student learning. The findings also suggested some determining factors and related challenges that led to such perceptions and actions. However, 'character and personality of teachers' seemed the most influential and decisive factor. Based on these findings, measures for promoting further initiation and implementation of assessment for learning were suggested with a focus on changing the mindsets of teachers through increasing their exposure to the current assessment change. Re-prioritization of teachers' duties should also be considered and carried out seriously. iii DOI: 10.5353/th_b3028071 Subjects: Educational tests and measurements - China - Hong Kong Educational change - China - Hong Kong High school teachers - China - Hong Kong - Attitudes The International Baccalaureate Diploma Program (IBDP) has grown exponentially around the world and particularly within the United States over the past decade, and numerous studies have been conducted on a wide range of issues related to the IBDP and the other three IB Programs - the Primary Years, Middle Years, and Career-related Programs. Much of the research, naturally, focuses on student achievement within the IBDP and the ways in which the Program benefits students who participate. Fewer studies have been done on teacher perceptions of the IBDP. Typically, when teacher perceptions are investigated, the focus is on their perceptions of student achievement, rather than on teachers' perceptions of their experience in the IBDP. The purpose of this case study was to explore the perceptions and experience of IB-trained teachers who currently teach in the IB Diploma Program (IBDP) or who have taught in the program at some point since its implementation in a high school of an inner-

ring suburb of a medium-sized, Midwestern city in order to understand better the potential impact of an IB Diploma Program (IBDP) on teacher attitudes, approach, and pedagogy over its first seven years. Seventeen IBDP teachers were interviewed for their perceptions of the IBDP curriculum, autonomy for teachers, equity for students, and student emotional and psychological well-being; in addition, their perceptions of interactions with colleagues and other stakeholders, as well as of how their perceptions evolved over the time that each has spent as an IBDP teacher, were analyzed. Teachers evinced generally positive perceptions of the IBDP curriculum, particularly in relation to the Advanced Placement (AP) curriculum; they found equity to be an issue that the school and district proactively address; they found student stress to be a significant concern, though they felt that it can also promote growth; and they conveyed various perceptions of informal interactions with colleagues, positive perceptions of interactions with formal IB trainings, students, and parents, and generally positive perceptions of interactions with administrators whose support and involvement they encourage. An application of symbolic interactionism reveals insight into these teachers' perceptions and helps to show the degree to which the teachers' perceptions are fluid, complex, and varied. This study investigated the influence of gender, primary subject area, and education level on high school teachers' perceptions of their application of student-centered-learning instructional strategies. An original survey was used to evaluate teacher perceptions. The survey contained a short demographic section, 28 items related to perception of application of student-centered-learning instructional strategies, and four items related to perception of school administration and fellow teacher support of these same strategies. Cronbach alpha for the overall instrument was .94, which suggested strong reliability and internal consistency. All core and non-core high school teachers in 13 public school districts in northeast Georgia served as the sample. A total of 470

valid responses were returned, yielding a response rate of 45.6%. Descriptive statistics were used to describe participants' overall perceptions of application of student-centered-learning instructional strategies. A series of one-way analysis of variance (ANOVA) procedures were used to compare perceptions of teachers based on gender, primary subject area, and education level. No statistically significant difference in teacher perception was found based on gender. No statistically significant difference in teacher perception was found based on education level. A statistically significant difference in teacher perception was found based on primary subject area. Effect size for this difference was -0.32, which indicated a small effect. Correlations were used to determine relationships between teachers' perceptions of application of student-centered-learning instructional strategies and perceived school administration and fellow teachers' support of these same strategies. A statistically significant positive correlation was found between teachers' perception of application of student-centered-learning instructional strategies and perceived school administration support of these same strategies. A statistically significant positive correlation was found between teachers' perception of application of student-centered-learning instructional strategies and perceived fellow teacher support of these same strategies. This study adds to literature on teachers' perceptions of student-centered-learning instructional strategies. The study indicated that teachers perceived they are using student-centered-learning instructional strategies, and other strategies as well. Teacher education programs and professional development should focus on these strategies in efforts to increase frequency of use of the strategies. Additionally, the study indicated that teachers feel supported by both school administration and fellow teachers in regards to the use of student-centered-learning instructional strategies. This dissertation, "Teachers' Perceptions of an Appraisal System in a Hong Kong Secondary School in Relation to Professional

Abstract: ABSTRACT Staff appraisal was introduced to Hong Kong secondary schools participating in the School Management Initiative (SMI) from 1991 onwards. However, from the evaluation of the SMI done in 1994, the responses from schools were quite 'negative'. After nearly 10 years, has any change happened to the point of view of teachers? This study provides an overview of teacher perceptions on appraisal system in a Hong Kong secondary school. A questionnaire was developed to measure the general teachers' beliefs about teacher appraisal. In the questionnaire, data about teachers' recent experiences of appraisal were collected from 70 teachers who had completed at least one appraisal cycle. Then, a teacher survey was conducted with 9 teachers to further investigate the reasons about the results collected in the questionnaire. The dialogue in the interview was taped. Finally, writer as a teacher in the school also acted as an insider to give an overview on appraisal in the school. The findings show that the teachers in the school generally show 'positive' feeling ion teacher appraisal. From the aspect of teaching, teachers think that the teaching improvements are not significant after lesson observation in appraisal. They agree that the discussion with panel heads after lesson observation is beneficial to them about teaching but the number of post-observations is not sufficient. Concerning the various means of appraisal, teachers generally accept traditional methods like lesson observation, interview with panel head and principal and students' academic performance, but they do not accept 'peer observation', 'students' questionnaires and comments from

parents. ii DOI: 10.5353/th_b3571660 Subjects: High school teachers - Rating of - China - Hong Kong High school teachers - China - Hong Kong - Attitudes According to the OECD (2014), only one-third of U.S. teachers reported that teaching was "valued" or "highly valued" by U.S. society. Still others have argued that teachers' perceptions of negative attitudes may be exaggerated (Hargreaves et al., 2007). However, given widespread teacher turnover, along with decreasing enrollments in teacher preparation programs, examining teachers' perceptions of attitudes toward their occupation likely would provide useful insight into these and related problems facing American schools. Guiding questions for this study addressed teachers' perceptions of attitudes, contexts in which attitudes were perceived, teachers' interpretations or responses to perceived attitudes, and differences in perceived attitudes between bioecological (Bronfenbrenner, 1999) and sociocultural contexts. Qualitative methodologies that drew on principles and procedures from grounded theory (Glaser & Strauss, 1967) were used. in all, 18 public school teachers (nine who taught in Massachusetts and nine who taught in Texas) were interviewed about attitudes they perceived in their interactions with various groups of individuals (e.g., friends, students, administrators), and attitudes embedded in more distal contexts (e.g., media, policy, culture). Based on analyses of these interviews, I found that teachers reported perceiving four types of positive (i.e., appreciative, respectful, trusting/supportive, occupational) and negative (i.e., adversarial, demeaning, unprofessional, stereotypes) attitudes toward teaching. These attitudes were perceived in interactions across eight bioecological contexts that ranged from the interpersonal (e.g., adversarial attitudes in interactions with students' parents; positive occupational attitudes in interactions with friends and family) to the societal (e.g., stereotypes of teachers in the media, demeaning attitudes imbedded in U.S. culture). I also found that teachers perceived

different attitudes despite having similar experiences. For example, a number of teachers described experiences in which non-teachers expressed that they "could never be a teacher." A number of participants interpreted such statements as respectful, yet others perceived them as demeaning or expressed ambivalence about the attitudes perceived in such statements. Finally, I identified bioecological and sociocultural differences between teachers that appeared to correspond with variation in perceptions of attitudes toward teaching. These findings have implications for improving school climate and for supporting preservice teachers, as they reflect on their expectations of themselves as future teachers.

Abstract:

ABSTRACT This study examines the perceptions of teachers towards the possible implementation of a formal appraisal system in a school in Hong Kong. The literature review on the purposes and outcomes of appraisal, the relationship and tensions between appraisal and professional development provides the conceptual framework for the research and the basis for the formulation of the research questions. Data were obtained from various sources including a set of questionnaire distributed to 50 teachers in the school under study, semi-structured interviews with five chosen teachers and participant observation made by the researcher. All these data were compared and analyzed. Research findings showed that teachers perceived appraisal to be for professional development, promotion and for the school authority to monitor

teachers' performance. However, the school management perceived appraisal to be solely for teachers' professional development and school improvement. Teachers also perceived that there were tensions between the purposes of professional development and accountability, but clearly identified appraisal purposes before ithe implementation of it could help reduce the tensions. Almost all the teachers agreed a formal appraisal system was necessary in the school. Teachers were usually concerned about the way appraisal would be conducted and whether the system would be fair and open whereas the school management was concerned about the readiness and acceptance of teachers towards appraisal. Both teachers and the principal regarded lesson observation very significant in appraisal. Most teachers chose the subject panel heads and the principal to be the appraisers instead of their peers. Data also indicated that there was a discrepancy on the expected usage of the appraisal results between the teachers and the principal. Nonetheless, both parties regarded the benefits of appraisal to be teachers' professional development and improvement in student's learning. Finally, it is hoped that the research findings on the teachers' perceptions towards the introduction of appraisal can have some practical implications for the implementation of a formal appraisal system and the design of appropriate professional development activities in the local context. ii DOI: 10.5353/th_b3763874 Subjects: High school teachers - China - Hong Kong - Attitudes High school teachers - Rating of - China - Hong Kong Teacher effectiveness - China - Hong Kong What do we mean when we speak about teacher autonomy? How free are teachers to go about their work? To answer these complex questions the authors asked thousands of teachers in four national contexts: in Finland, Ireland, Germany and Sweden, what they think autonomy looks like. The resulting book examines teacher autonomy theoretically and empirically, comparing teachers' perceptions of their professional autonomy. Utilizing a mixed method approach the authors combine data

from a large-scale questionnaire study, teacher interviews, lesson and meeting observations, and workshops that brought together teachers from the four participating countries. All this engagement with teachers revealed that simply increasing their professional autonomy might not lead to desired outcomes. This is because, from a teachers' point of view, increased decision-making capacity brings further complexity and risk to their work, and it may instead lead to anxiety, self-restriction, and the eventual rejection of autonomy. These surprising conclusions challenge the increasingly orthodox view that increased autonomy is a desirable end in itself. This is what the authors call the autonomy paradox. In recent years, the 360° feedback process, which originated in the business world in the 1980s, has been increasingly used for the purpose of teacher evaluation. When this is done, feedback from peers, parents and students, as well as teacher self-reflection and student achievement data, are used in addition to more traditional evaluation strategies. Despite its growing popularity, however, there have been very few published studies about the impact of the 360° feedback process in the business world and even fewer in the field of education. The overarching purpose of this qualitative study was to discover teachers' perceptions of a 360° feedback system. The following questions were used to guide the inquiry: (a) What are teachers' perceptions of 360° feedback? (b) What sources and kinds of feedback do teachers find helpful? (c) How do teachers use feedback to improve instruction and student performance? (d) How do teachers deal with the emotional aspect of receiving critical feedback on their performance? The focus was on the perceptions of ten teachers who worked in an American school in Asia. Data were gathered primarily through interviewing. In addition, a focus group discussion with an additional eleven teachers was used to triangulate the initial findings. The focus group procedures entailed presenting the findings in a Reader's Theater format and asking participants to comment on what they

had seen and heard in the performance. The findings suggest that: (a) students are considered the most valuable source of feedback on a teacher's performance with parents perceived as the least valuable, primarily because they have not observed the teacher in the classroom. (b) Working with a peer in a collaborative environment appears to be the most desirable situation for sharing peer-to-peer feedback. (c) The cultivation of a non-threatening, non-competitive school culture encourages teachers to reflect critically on their teaching. (d) Using a teacher evaluation process for both formative and summative purposes is problematic. (e) The costs of implementing the system may outweigh the benefits. (f) Using a Reader's Theater format was an effective method of presenting data for the purposes of generating a focus group discussion.

Abstract: Abstract In recent years, project-based learning (PBL) and the use of information and communication technologies (ICT) in teaching and learning have been given a prominent place in the national educational goals of many governments. Nowadays, ICT-assisted PBL is a widely discussed topic in the local school sectors. However, researches on its actual practice are scarce. ICT-assisted PBL is a relatively new teaching and learning strategy and the study of the frontline educators' perceptions of the actual practice of PBL is imperative for understanding the practicability and limitations of the strategy. This research primarily aimed at acquiring a deeper understanding of the implementation of ICT-assisted PBL in

primary schools through exploring the teachers' perceptions of their PBL experience in using ICT. Ten primary teachers who have been adopting PBL with the assistance of ICT were interviewed. Issues pertaining to their PBL goals and learning outcomes, student autonomy, the teacher's facilitation, students' collaborative work and the computer infrastructure and ICT usage are the discussion foci. The research findings provide a deeper understanding of the problems faced by the teachers in PBL and the methods and strategies they used in PBL. The specific roles of the use of ICT in their current PBL practices are also identified. The findings provide useful groundwork for further investigations about how the usage of ICT can be more closely tied to the problems faced by teachers in PBL, and assisting their own professional development.

Teacher efficacy has been studied by researchers since 1976. As researchers discovered the breadth of impact of teacher efficacy, the study of the topic increased, and researchers identified positive effects of teacher self-efficacy. Considering these influences on the educational system, researchers sought to study all aspects of efficacy development to replicate positive experiences for teacher efficacy in a large number of schools. A gap in the literature existed regarding efficacy development across unique school settings. Through this qualitative, basic interpretive study, I sought to fill the gap in the literature around teacher efficacy development by adding to the base of knowledge regarding the sources of teachers' perception of efficacy development in both public and private schools to determine how to best develop efficacy in all teachers across any school setting. I conducted a

survey to categorize and identify participants and conducted individual interviews in three school settings: one public, one private nonsectarian, and one private religious-affiliated school to identify teachers' perceptions of efficacy development across unique school settings. A total of 22 teachers completed the survey, and I interviewed a total of 14 teachers. Teachers in all three school settings reported perceived efficacy development practices in effect. The public school teachers reported the perceived efficacy development practices in their school were administration-driven, while the private school teachers (both private nonsectarian school and private religious-affiliated school) reported the perceived efficacy development practices in their school were teacher or team-driven. Resistance to change is a concept commonly used to frame teachers' non-engagement in professional learning for change. Despite a wealth of literature aimed at managing resistance to change, the problem of teacher non-engagement in change remains. This research challenges the concept of teacher resistance and instead considers the role of teachers' perceptions of risk. A risk perception lens underpinned by uncertainty and vulnerability was used to understand teachers' perceptions of risk in professional learning and their influence on teachers' actions and ability to learn and change. Additionally, the research aimed to understand how leaders and facilitators made sense of teachers' responses to professional learning. A qualitative three-school case study approach, primarily utilising semi-structured interviews of 21 teachers, 14 leaders and 4 facilitators, was used to capture the experiences of teachers as they participated in professional learning. The analysis focused on psychological, social and contextual factors to capture the complex phenomenon of perceptions of risk and riskrelated actions. Teachers formed perceptions of risk connected to similar sources of uncertainty in relation to professional learning events. Teachers who perceived risk experienced variable levels of emotional responses, as feelings of vulnerability. Furthermore,

high perceptions of risk impacted negatively on teacher learning that was affected by emotion connected to perceived risk especially when emotion dominated cognition. Teachers' perceptions of risk decreased in the presence of supportive relationships and increased in their absence. Leaders and facilitators made different sense of teachers' responses depending on the frames they used. When leaders and facilitators framed non-engagement as resistance to change they positioned responsibility for engagement in change firmly with the teacher. A perception of risk frame broadened responsibility for engagement in change to include those leading the professional learning. The findings informed a risk perception process model linking uncertainty, vulnerability, emotion and action with teacher learning. This thesis contends that a risk perception lens enables a redefinition of resistance. What might look like resistance may be due to teacher's perceptions of risk regarding their engagement in professional learning. Understanding this can enable leaders and facilitators to reduce perceptions of risk and increase teacher engagement in change.

Abstract:
Abstract This study focuses on exploring teachers' perceptions of project learning in a secondary school in Hong Kong. It attempts to unveil how teachers perceive the meaning of project learning and how do they perceive and perform their roles as teacher mentors of the project learning programme in the sample school. In addition, this study aims at identifying the critical factors in affecting the implementation of project learning and investigating

the unique patterns on how these factors are interrelated with each other in the sample school. This study has adopted a qualitative case study approach to explore an in-depth and comprehensive picture on how teachers perceive project learning from an insider perspective. According to the research design, preliminary data were collected through questionnaires to obtain an extensive and holistic view for the basis of the subsequent in-depth interviews. The interviews, participant observations and review of documents thus provided essential and rich information for this qualitative study. To ensure the trustworthiness of data, triangulation, researcher's self-reflexivity and the ethical issues were also taken into account when conducting the research. The findings of this study revealed the authentic perceptions of the teachers in relation to project learning in the sample school. The teachers generally held positive views towards project learning. However, a consensual understanding on the rationale and meaning of project learning was absent. Instead, fragmented understanding and diverging opinions did exist among teachers themselves. For the roles they perceived and performed, most of them understood their new roles iiibut they could not get rid of their traditional practices as they were over-dominated and over-emphasized on the product of project learning. In other words, there existed a gap between what the teachers perceived and how they performed. The study identified six critical factors in affecting the implementation of project learning from two different perspectives. In view of the characteristics of the programme, the need for implementation, the programme design and coordination were the crux for an effective implementation. From the perspective of school attributes, teachers' understanding and attitudes, teachers' training, students' abilities and attitudes as well as school culture were crucial in determining the level of achievement of the intended goals in the implementation. This study also illustrated how these factors were interrelated and interacted with each other from a holistic

point of view. In conclusion, the implications and recommendations of this study were drawn to offer new insights to enrich the existing literature on project learning. On the whole, this study provides an authentic, in-depth and comprehensive understanding on teachers' perceptions of project learning which provides some useful references for those who are interested to have further studies in this area. iv DOI: 10.5353/th_b3763763 Subjects: Project method in teaching - China - Hong Kong - Case studies High school teachers - China - Hong Kong - Attitudes This dissertation, "Students' and Teachers' Perceptions of Using Drama in the Language Classroom: Implications for Teaching" by Chun-yun, Ho, □□□, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract The Curriculum Development Council (CDC) reviewed the education system in Hong Kong in 2000. The review suggests that the old academic structure focuses too much on examinations and a change is needed. A new academic structure is proposed and it leads to curriculum reform of different subjects. Language arts plays an important role in the English curriculum of the new senior secondary syllabus (NSS) and students will be required to take at least one language arts module. Drama, one of the modules offered in the language arts group, is very popular among the schools in Hong Kong. In order to equip students for the NSS curriculum, an EMI school offered a drama course to Secondary One students as they will be the first batch of students to take the new curriculum. All Secondary One students in the target school had to take a drama lesson every teaching cycle for one academic year. This study aims at investigating students' and teachers' perceptions towards incorporating a drama course into

the English curriculum. Based on the findings, the achievements of the drama course were compared with the learning goals and targets of the suggested NSS drama module. It is hoped that the findings could shed some light on how other English teachers may introduce drama into their classrooms, and how the proposed curriculum could be amended to cater for the needs and ability of students. i DOI: 10.5353/th_b3873327 Subjects: Drama Language arts - China - Hong Kong English language - Study and teaching (Secondary) - China - Hong Kong Junior high school students - China - Hong Kong - Attitudes English teachers - China - Hong Kong - Attitudes

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