



# Self - efficacy

## Focus 2 – Self-efficacy

Australian Professional Standards for Teachers  
Professional Practice 3.3 3.5  
Professional Engagement 6 & 7

**Self-efficacy** is your belief that you have the personal capability and resources to meet the demands of a specific task – either current or future. It is the self-judgement we make on our own capacity to perform.

1. Think about your key strengths as a practitioner or leader and list 10 of these in the first column of the table below.

In the second column, take each of your strengths and think about how they are useful when working with students with disability and additional learning needs?

### Examples of Strengths

|             |            |
|-------------|------------|
| Creativity  | Kindness   |
| Curiosity   | Enthusiasm |
| Bravery     | Gratitude  |
| Persistence | Hope       |
| Integrity   | Humour     |
| Vitality    | Humility   |

| Strengths | Useful for students with disability and additional learning needs |
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2. Consider the following references about self-efficacy

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|----|---|
| a. | Self-efficacy is the belief that one has the personal capabilities and resources to meet the demands of the specific task. (Verstand, 2009)   |
| b. | Self-efficacy is whether we use self-hindering or self-aiding capacities.   |
| c. | People often underestimate their performance and ability, especially those with a growth mindset. If they are aware of their abilities, they will believe they can learn and develop. (Dweck, 2006)                           |
| d. | Personal self-efficacy influences goals, aspirations and how much effort they are prepared to exert on a given task and how long they will persist in the face of difficulties, obstacles and disappointments. (Fullan, 2007) |
| e. | Efficacious individuals are motivated, persistent, goal-directed, resilient and clear thinkers under pressure. (McCormick, 2002)  |



**The Personal Development connections**

When you work through Personal Development you may find that some of these ideas will be useful in commencing the process in steps 3 and 4. When you first articulate your practice and engage in observation rounds, start to consider how you might use the feedback to inform your next practice.

Tick or circle any you agree with. How is self-efficacy reflected in your work?

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3. Self-efficacy is also about having a level of self-belief. If you believed you could successfully seek solutions for students with disability and additional learning needs, what would you do in your practice?

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What could be the result for those students?

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What stops us from believing in ourselves?

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4. What builds a sense of self-efficacy or self-belief and self-confidence for your students? Give examples of actual practice.

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5. In thinking about building self-efficacy for students with disability and additional learning needs, what might be important for a teacher and school to know and do?

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Is this the same list for all students or is there a little more involved for students with disability and additional learning needs? Why?

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