Abstract

The study reported here examines whether teaching skills included in the dynamic model of educational effectiveness can be grouped into types of teacher behaviour and whether these types are related with different student outcome measures. The data stem from a study which was conducted in order to test the validity of the dynamic model. Results reveal that teaching skills can be grouped into five types of teacher behaviour which are discerned in a distinctive way and move gradually from skills associated with direct teaching to more advanced skills concerned with new teaching approaches and differentiation of teaching. Teachers exercising more advanced types of behaviour have better student outcomes. Suggestions for research on teacher education and professional development are drawn.
Keywords
Teacher effectiveness research; Teaching; Teacher education; Evaluation

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