



The First Decade of Asian Research on School Leadership in a Global Context 拾載以來的全球脈絡亞太學校領導研究

Teacher Participation in School-Based Professional Development in China: Does It Matter for Teacher Efficacy and Teaching Strategies?

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Although Chinese teachers commonly participate in school-based professional development activities, there is a remarkable scarcity of large-scale quantitative research into the effectiveness of teacher professional development in China, which is characterised as an institutionalised practice. Based on a conceptual framework applying recent research knowledge, this study investigates the relationships between teacher participation in school-based professional development and its individual and school contextual antecedents and effects on teachers and teaching in the context of mainland China. A total of 1506 secondary school teachers responded to a questionnaire survey. The results show that teachers' willingness to attend teaching research activities and supportive principal leadership facilitated teacher participation. Among the three dimensions of teacher participation, it was collective lesson planning and teacher collegiality, not the frequency of participation, that improved teacher efficacy and the adoption of desirable teaching strategies. These results enrich the knowledge about the characteristics and effectiveness of teacher professional development in China. The implications of the findings are discussed.

Keywords: *school-based professional development; principal leadership; teacher efficacy; teaching strategies; China*