

2018 Teaching and Learning International Survey (TALIS 2018) Main Study Recruitment and Field Test

OMB# 1850-0888 v.4

Appendix B

TALIS School and Teacher Questionnaires

July 2016

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NOTE: In each questionnaire text is treated with different colors or shading to indicate changes. Yellow shaded text indicates text requiring national adaptation. Blue text indicates new items or wording for the 2018 version of the questionnaires. Grey shading indicates a U.S. national item that is being proposed for the U.S. version of the respective questionnaire.



[Placeholder for identification label]
(105 x 35 mm)

Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2018

Principal Questionnaire

[<ISCED 2011 level x> or PISA schools]

Pilot Version (03 May 2016)

[International English, UK Spelling]

DO NOT CITE OR CIRCULATE

The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts the Teaching and Learning International Survey (TALIS) in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary survey is 1850-0888. The time required to complete this survey is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires xx/xx/2019

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Australian Council for Educational Research (ACER), Australia
Statistics Canada, Canada

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and [Name of country], along with more than 40 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other workplace issues such as school leadership and school climate.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573). While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

This questionnaire asks for information about school education and policy matters.

The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.

This questionnaire should take approximately 30 to 45 minutes to complete.

<When questions refer to 'this school' we mean by 'school': national school definition.>

Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.

When you have completed this questionnaire, please [national return procedures and date].

When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

Your answers will be combined with answers from other schools to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

Thank you very much for your participation!

Personal Background Information

These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. **Are you female or male?**

₁ Female

₂ Male

2. **How old are you?**

Please write a number.

Years

3. **What is the highest level of formal education you have completed?**

Please mark one choice.

₁ Below <ISCED 2011 Level 3>

₂ <ISCED 2011 Level 3>

₃ <ISCED 2011 Level 4>

₄ <ISCED 2011 Level 5>

₅ <ISCED 2011 Level 6>

₆ <ISCED 2011 Level 7>

₇ <ISCED 2011 Level 8>

4. **How many years of work experience do you have regardless of whether you worked part-time or full-time?**

Do not include any extended periods of leave such as maternity/paternity leave.

Please write a number in each row. Write 0 (zero) if none.

Please round up to whole years.

a) Year(s) working as a principal at this school

b) Year(s) working as a principal in total

c) Year(s) working in other school management roles (do not include years working as a principal)

d) Year(s) working as a teacher in total (include any years of teaching)

e) Year(s) working in other jobs

5. **What is your current employment status in terms of working hours as a principal?**

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours) without teaching obligation
- ₂ Full-time (more than 90% of full-time hours) with teaching obligation
- ₃ Part-time (up to 90% of full-time hours) without teaching obligation
- ₄ Part-time (up to 90% of full-time hours) with teaching obligation

6. **Did the formal <education and training> you completed include the following and, if yes, was this before or after you took up a position as principal?**

Please mark one choice in each row.

	Before	After	Before and after	Never
a) School administration or principal training programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher training/education programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. **During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal?**

Professional development is defined as activities that aim to develop an individual's professional skills, knowledge and expertise.

Please mark one choice in each row.

	Yes	No
a) Courses/workshops on subject matter, teaching methods or pedagogical topics (e.g. fostering social skills)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Courses/workshops on leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Online professional development courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Education conferences where teachers and/or researchers present/discuss their research	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Peer and/or self observation and coaching as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Mentoring as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Participation in a network of principals formed for the professional development of principals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Reading professional literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Engaging in professional dialogue with colleagues about how to improve your leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

8. For each of the areas listed below, please indicate the degree to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of new developments in leadership research and theory	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Knowledge and understanding of current national policies on education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Systematically using student and school data for improving the quality of the school (e.g. attainment data, feedback data from students, teachers and parents)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Designing the school curriculum	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Designing effective professional development for teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Effectively collaborating with community organisations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Effectively collaborating with other schools and principals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Redesigning organisational school structures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Encouraging teachers to take part in school leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Observing classroom instruction and providing effective feedback	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Promote equity and diversity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Developing collaboration among teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Human Resource Management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Financial Management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

9. **How strongly do you agree or disagree that the following present barriers to your participation in professional development?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I do not have time because of family responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) There are no incentives for participating in such activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The professional development offered is of poor quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Professional development is not really accessible to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

10. **Which best describes this school's location?**

Please mark one choice.

- ₁ [A village, hamlet or rural area] (up to 3000 people)
- ₂ [Small town] (3,001 to 15,000 people)
- ₃ [Town] (15,001 to 100,000 people)
- ₄ [City] (100,001 to 1,000,000 people)
- ₅ [Large city] (more than 1,000,000 people)

11. **About what percentage of your total funding for a typical school year comes from the following sources?**

Please enter a number in each row.

Write 0 (Zero) if none.

- a) % <Government> (including departments, municipal, local, regional, state, national and supranational levels)
- b) % Student fees or school charges paid by parents
- c) % Benefactors, donations, bequests, sponsorships, parent fundraising
- d) % Other

12. Is this school publicly- or privately-managed?

Please mark one choice.

₁ Publicly-managed

This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.

₂ Privately-managed

This is a school managed by a non-government organisation; e.g. a [church,] trade union, business or other private institution.

13. **For each type of position listed below, please indicate the number of staff (head count) currently working in this school.**

Staff may fall into multiple categories.

Please write a number in each row. Write 0 (zero) if there are none.

- a) Teachers, irrespective of the grades/ages they teach
Those whose main professional activity at this school is the provision of instruction to students
- b) Personnel for pedagogical support, irrespective of the grades/ages they support
Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists [and nurses]
- c) School administrative personnel
Including receptionists, secretaries, and administration assistants
- d) School management personnel
Including principals, assistant principals, and other management staff whose main activity is management
- e) Other staff

14. **Please indicate the number of staff (head count) in this school for each of the categories below.**

Please write a number in each row. Write 0 (zero) if none.

Please include part-time staff or staff that arrived during the year.

Count staff members who leave or begin work for any reason, including retirement, maternity/paternity leave, and temporary teaching.

- a) Teachers who began work at this school in the last 12 months
- b) Teachers who no longer work at this school in the last 12 months
- c) School management team members who no longer work at this school in the last 12 months (e.g. principals, <vice/deputy principals>)
- d) Teachers absent on the most recent Monday when school was in session
- e) Teachers absent for professional development activities on the most recent Monday when school was in session

15. Are the following <ISCED 2011 levels> and/or programmes taught in this school and, if yes, are there other schools in your location that compete for students at that level and/or programme?

Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programmes listed below.

If 'Yes' in part (A), please indicate in part (B) the number of other schools in this location that compete for your students.

	(A) Level/programme taught		(B) Competition		
	Yes	No	Two or more other schools	One other school	No other schools
a) <ISCED 2011 Level 0>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) <ISCED 2011 Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) <ISCED 2011 Level 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) <ISCED 2011 Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) <ISCED 2011 Level 3> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

16. What is the current school enrolment, i.e. the number of students of all grades/ages in this school?

Please write a number.

Students

17. Please estimate the broad percentage of [<ISCED level x> or 15-year-old] students in this school who have the following characteristics.

<Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>

<'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>

Students may fall into multiple categories. Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%
a) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these languages(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

School Leadership

18. Do you have a school management team?

‘School management team’ refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question [20].**

19. Are the following currently represented on your school management team?

Please mark one choice in each row.

	Yes	No	Not applicable
a) You, as principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) [Vice/deputy principal or assistant principal]	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Financial manager	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Department heads	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Representatives from school <governing boards>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Representatives of businesses, religious institutions, or other private institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

20. **Regarding this school, who has a significant responsibility for the following tasks?**

A 'significant responsibility' is one where an active role is played in decision making.
Please mark as many choices as appropriate in each row.

	You, as principal	Other members of the school management team	Teachers (not as a part of the school management team)	School <governing board>	<Local, municipality/regional, state, or national/federal> authority
a) Appointing or hiring teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b) Dismissing or suspending teachers from employment	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c) Establishing teachers' starting salaries, including setting payscales	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
d) Determining teachers' salary increases	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
e) Deciding on budget allocations within the school	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
g) Establishing student assessment policies, including <national/regional> assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
h) Approving students for admission to the school	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
i) Choosing which learning materials are used	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
j) Determining course content, including <national/regional> curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
k) Deciding which courses are offered	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1

21. **On average throughout the school year, what percentage of time in your role as a principal do you spend on the following tasks in this school?**

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none. Please ensure that responses add up to 100%.

- | | | | |
|----|-------------------------------|----------|--|
| a) | <input type="text" value=""/> | % | Administrative tasks and meetings
<i>Including, regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state, or national education officials</i> |
| b) | <input type="text" value=""/> | % | Leadership tasks and meetings
<i>Including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff</i> |
| c) | <input type="text" value=""/> | % | Curriculum and teaching-related tasks and meetings
<i>Including developing curriculum, classroom observations, student evaluation, mentoring teachers, teacher professional development</i> |
| d) | <input type="text" value=""/> | % | Student interactions
<i>Including counselling and conversations outside structured learning activities, discipline</i> |
| e) | <input type="text" value=""/> | % | Parent or guardian interactions
<i>Including formal and informal interactions</i> |
| f) | <input type="text" value=""/> | % | Interactions with local and regional community, business and industry |
| g) | <input type="text" value=""/> | % | Extra-curricular planning and supervision |
| h) | <input type="text" value=""/> | % | Other |
| | <hr/> | | |
| | 100 | % | Total |

22. **Please indicate how frequently you engaged in the following in this school during the last 12 months.**

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I observed instruction in the classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I provided feedback to teachers based on my observations.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I took actions to support co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I took actions to ensure that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I checked for and responded to mistakes and errors in school administrative procedures and reports.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I resolved problems with the lesson timetable in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) I collaborated with principals from other schools on challenging work tasks.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

23. **Please indicate whether you engaged in the following in this school during the last 12 months.**

Please mark one choice in each row.

	Yes	No
a) I used student results to develop the school's educational goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b) I worked on a professional development plan for this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c) I worked on developing a vision for this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d) I worked on (re)designing the curriculum of this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e) I collaborated with community organisations on school improvement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f) I encouraged teachers to engage in joint lesson design.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g) I collaborated with other principals on school improvement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h) I worked on (re)designing the structure of this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2

24. **How strongly do you agree or disagree with these statements as applied to this school?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) This school encourages staff to propose and implement new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) All teachers are involved in decision making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

25. **Do you have a school <governing board>?**

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question [27].**

26. **Are the following currently represented on this school's <governing board>?**

Please mark one choice in each row.

	Yes	No	Not applicable
a) Representatives of a <local, municipality/regional, state, or national/federal> authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) School administrative personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Trade unions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Representatives of business [labour market institutions, a church,] or other private institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

27. **During this school year, does this school provide any of the following to parents or guardians?**

Please mark one choice in each row.

	Yes	No
a) Workshops or courses for parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Services to support parents' or guardians' participation, such as providing child care	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Support for parental association(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Meetings to allow parents to contribute to school management decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

28. **To what extent do the following limit your effectiveness as a principal in this school?**

'A career-based wage system' is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Inadequate school budget and resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Government regulation and policy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers' absences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Lack of parent or guardian involvement and support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers' career-based wage system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Lack of opportunities and support for my own professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Lack of opportunities and support for teachers' professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) High workload and level of responsibilities in my job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Lack of shared leadership with other school staff members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Inability to recruit qualified staff in some subject areas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Formal Appraisal

In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).

29. **On average, how often is each teacher formally appraised in this school by the following people?**

Please mark one choice in each row.

If none of the response choices reflect your school's situation, please choose the one that is closest to it.

	Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
a) You, as principal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Other members of the school management team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Assigned mentors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Teachers (who are not part of the school management team)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) External individuals or bodies (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

If you answered 'Never' to each of the above → Please go to Question [32].

30. **Who performs the following tasks as part of the formal appraisal of teachers' work in this school?**

Please mark as many choices as appropriate in each row.

	External individual s or bodies	You, as principal	Member(s) of school manage- ment team	Assigned mentors	Other teachers (not a part of the manage- ment team)	Not used in this school
a) Direct observation of classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student surveys about teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Assessments of teachers' content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Analysis of students' external results (e.g. national test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Analysis of school-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment, analysis of teaching using video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Discussion about feedback received from parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) A development or training plan is developed for each teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) A change in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) A change in the likelihood of a teacher's career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Dismissal or non-renewal of contract	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

School Climate

32. Thinking about the general climate in this school, how strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school staff share a common set of beliefs about teaching and learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The teachers and students usually get on well with each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The school staff enforce rules for student behaviour consistently for students throughout the school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Teachers can rely on this school's management for professional support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) As principal, I have confidence in the expertise of my school's teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Even in difficult situations, teachers in this school can depend upon each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

- h) Teachers trust each other in this school. ₁ ₂ ₃ ₄
- i) The students have to be closely supervised for misbehaviour reasons. ₁ ₂ ₃ ₄
- j) Students can be counted on to do their work. ₁ ₂ ₃ ₄
- k) Teachers can count on parental support. ₁ ₂ ₃ ₄
- l) It is difficult to overcome cultural barriers between parents and teachers. ₁ ₂ ₃ ₄

33. Thinking about the teachers in your school, to what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Most teachers in this school are always moving toward the development of new answers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most teachers in this school are open to change.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Most teachers in this school are always searching for new ways of looking at problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Most teachers in this school share resources in the application of new ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Most teachers in this school provide practical support to each other for the application of new ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Teachers are encouraged to seek new ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Teachers are continually learning new ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

34. Thinking about your school, to what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school is quick to respond to changes when needed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) The school management is quick to identify the need to do things differently.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) New ideas are readily accepted here.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The school is very flexible (e.g. it can quickly change procedures to meet new conditions).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Assistance in developing new ideas is readily available.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

35. To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Shortage of qualified and/or [well performing] teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Shortage of vocational teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Insufficient Internet access	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Shortage or inadequacy of library materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Shortage of support personnel	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Shortage or inadequacy of physical infrastructure (e.g. school buildings, heating/cooling, and lighting)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Shortage of teachers with competence in teaching students in a multilingual setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Shortage of teachers with competence in teaching students with needs due to socioeconomic disadvantage challenges	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

36. To what extent do the following characterise your school?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Teachers understand the school's curricular goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Teachers succeed in implementing the school's curriculum.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Teachers hold high expectations for student achievement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Parents support student achievement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Parents are involved in school activities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Students desire to do well in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Students harass their peers who excel in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The school co-operates with the local community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

37. In this school, how often do the following occur amongst students in your school?

Please mark one choice in each row.

	Less than monthly	Monthly	Weekly	Daily
a) Vandalism and theft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Intimidation or bullying among students (or other forms of verbal abuse)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Physical injury caused by violence among students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Intimidation or verbal abuse to teachers or staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Use/possession of drugs and/or alcohol	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) A student or parent reported to you about postings of hurtful information on the internet about students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Reports about sharing of other students' private information on the internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Reports about unwanted electronic contact among students (via texts, e-mails, gaming)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Teacher Induction and Mentoring

The following section includes questions on induction and mentoring.

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school. Induction activities

might be presented in formal structured programmes (for example, regular supervision by the principal, reduced teaching load, formal mentoring by experienced teachers), or they might be informally arranged as separate activities available to support new teachers (for example, informal peer work with other new teachers, a welcome handbook for new teachers).

'Mentoring' is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

38. Do new teachers at this school have access to induction activities?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) There is a formal induction programme for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to a) → Please go to Question **[41].**

39. Which teachers at this school are offered a formal induction programme?

Please mark one choice.

- ₁ All teachers who are new to this school
- ₂ Only teachers new to teaching

40. What structures and activities are included in this formal induction programme?

Please mark one choice in each row.

	Yes	No
a) Mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Online courses/seminars/virtual communities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Scheduled meetings with principal and/or experienced colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Regular supervision by principal and/or experienced colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Networking/collaboration with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Team teaching with more experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Portfolios/diaries/journals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Reduced teaching load	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) General/ administrative introduction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

41. Do teachers at your school have access to a mentoring program?

Please mark one choice.

- ₁ Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access.
- ₂ Yes, all teachers who are new to this school have access.
- ₃ Yes, all teachers at this school have access.
- ₄ No, at present there is no access to a mentoring system for teachers in this school.
→ Please go to Question **[45]**.

42. Is the mentor's main subject field(s) the same as that of the teacher being mentored?

Please mark one choice.

- ₁ Yes, most of the time.
- ₂ Yes, sometimes.
- ₃ No, rarely or never.

43. **How are teachers selected as mentors in this school?**

Please mark one choice in each row.

	Yes	No
a) They are identified through the formal school appraisal system.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) They are nominated by the principal or other members of the school management team (not as part of the formal appraisal system).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) They are nominated by their colleagues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) They are self-nominated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Other, please specify.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

44. **How would you generally rate the importance of mentoring for teachers and schools?**

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) To improve teachers' pedagogical competence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) To strengthen teachers' professional identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) To improve teachers' collaboration with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) To support less experienced teachers in their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) To expand teachers' main subject(s) knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) To assist teachers to learn about the local school context	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) To improve students' general performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Job Satisfaction

45. **Thinking of your career, when do you expect the following to occur?**

Please mark one choice in each row.

	In less than 5 years	In more than 5 years	Never
a) I would work at a different school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

- b) I would leave the teaching profession for another career. ₁ ₂ ₃
- c) I would retire from work. ₁ ₂ ₃

Alternative

How many years do you want to continue to be a principal?

Please write a number.

Years

What will you do when you leave the principal role?

Please mark one choice.

- ₁ Teach
 - ₂ Work in an education job not in a school
 - ₃ Work in a different job not in the education sector
 - ₄ Attend to family
 - ₅ Volunteer for unpaid community work (e.g., projects, activities, programs)
 - ₆ Retire from work
 - ₇ Other, please specify
-

46. In your experience as a principal at this school, to what extent do the following occur?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) My school <governing board> treats me fairly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I experience stress in my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My job prevents me from giving the time I want to my family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My job negatively impacts my mental health.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) My job negatively impacts my physical health.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) My school provides opportunities to enhance my well-being.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

47. Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Having too much teacher appraisal and feedback work to do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Having too much administrative work to do (e.g. filling out forms).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Having extra duties due to absent school staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Being responsible for students' achievement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Maintaining school discipline	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Dealing with students' impolite behaviour	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Keeping up with requirements from <local, municipality/regional, state, or national/federal> authority	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Managing staff members	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Addressing parent concerns	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Accomodating the needs of students with special learning needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Meeting the cultural needs of students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

48. We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The advantages of this profession clearly outweigh the disadvantages.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) If I could decide again, I would still choose this job/position.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I would like to change to another school if that were possible.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I regret that I decided to become a principal.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I enjoy working at this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I would recommend my school as a good place to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I think that the teaching profession is valued in society.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I am satisfied with my performance in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) All in all, I am satisfied with my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

49. Thinking about your job at this school, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am satisfied with the salary I receive from my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Apart from my salary, I am dissatisfied with the terms of my principal contract (e.g. benefits, work schedule, calendar).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I can apply my own ideas as a leader of my school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I am satisfied with the support that I receive from parents in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I need more support from <municipal, local, regional, state, or national> authorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I can influence decisions that are important for my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I would choose to continue working at this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

50. In your role as principal, to what extent can you effectively do the following?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	Not applicable
a) Motivate staff to work effectively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Manage and resolve conflicts between staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Develop a positive school climate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Develop collaboration between the school and stakeholders (e.g. ministry, community, parents)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) Influence teaching quality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f) Encourage staff to actively participate in decision making	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g) Manage the school effectively and efficiently	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h) Provide effective feedback to teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i) Develop school improvement plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j) Monitor implementation of tasks delegated to staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k) Effectively manage my own working day	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Cultural Diversity

The following section includes questions about school policies and practices concerned with cultural diversity.

51. In your school, are the following practices for multicultural learning implemented?

Please mark one choice in each row.

	Yes	No
a) In my school, students learn about the histories of diverse ethnic and cultural groups that live in <country of survey>	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b) In my school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in <country of survey>	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c) In my school, students learn about different ethnic and cultural perspectives on historical and social events.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d) My school supports activities or organisations that encourage student's expression of diverse ethnic and cultural identities (e.g. artistic groups).	<input type="checkbox"/> 1	<input type="checkbox"/> 2

- e) My school organizes multicultural events (e.g. multicultural diversity day). ₁ ₂
 - f) In my school, we celebrate festivities from other cultures. ₁ ₂
 - g) In my school we teach students how to work with students from other ethnic and cultural backgrounds. ₁ ₂
 - h) In my school we teach students how to deal with ethnic and cultural discrimination. ₁ ₂
 - i) In my school there are policies to ensure that students from all ethnic and cultural backgrounds receive a fair treatment. ₁ ₂
 - j) In my school we teach students how to deal with gender differences. ₁ ₂
 - k) In my school we have policies to avoid student discrimination based on gender. ₁ ₂
 - l) In my school we teach students how to deal with socioeconomic differences among students (children from rich and poor backgrounds). ₁ ₂
 - m) In my school we have policies how to avoid discrimination based on socioeconomic differences (children from rich and poor backgrounds). ₁ ₂
 - n) My school adopts teaching and learning practices that integrate global themes throughout the curriculum. ₁ ₂
 - o) My school adopts different approaches to multicultural education (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.). ₁ ₂
 - p) My school adopts teaching and learning practices that use materials from multiple cultural sources throughout the curriculum. ₁ ₂
 - q) Other, please specify ₁ ₂
-

52. Thinking about your school, how many teachers in your school would agree in your view with the following statements?

Please mark one choice in each row.

	None or almost none of them	Some of them	Many of them	All or almost all of them
a) In the classroom, it is important to be responsive to differences in students' cultural backgrounds.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Respecting other cultures is something that children should learn as early as possible.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Intercultural communication should be emphasised in teacher training.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Schools should aim to support the similarities between students from different cultures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) In the classroom, it is important that students of different cultures recognise the similarities that exist between them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) When there are conflicts between students due to their different cultures, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Children should learn that people of different cultures often have a lot in common.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) In the classroom, it is important to recognise the different interests of male and female students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Students should learn how to avoid gender discrimination.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Schools should encourage students from poor and rich backgrounds to work together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) In the classroom, it is important to treat students from poor and rich background in the same manner.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

This is the end of the questionnaire.

Thank you very much for your participation!

Please **[National Return Procedures and Date]**



[Placeholder for identification label]
(105 x 35 mm)

Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2018

Teacher Questionnaire

[<ISCED 2011 level x> or PISA schools]

Pilot Version (03 May 2016)

[International English, UK Spelling]

DO NOT CITE OR CIRCULATE

The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts the Teaching and Learning International Survey (TALIS) in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary survey is 1850-0888. The time required to complete this survey is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires xx/xx/2019

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Australian Council for Educational Research (ACER), Australia
Statistics Canada, Canada

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and [Name of country], along with more than 40 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other workplace issues such as school leadership and school climate.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe to us your work and opinion as accurately as possible.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573). While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

- <When questions refer to 'this school' we mean by 'school': national school definition.>
- This questionnaire should take approximately 45 to 60 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

Your answers will be combined with answers from other schools to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

Thank you very much for your participation!

Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. **Are you female or male?**

₁ Female

₂ Male

2. **How old are you?**

Please write a number.

Years

3. **In what country were you born?**

Please mark one choice.

₁ <Country of survey>

₂ <Country B>

₃ <Country C>

₄ <Country D>

₅ <...>

₆ Other, please specify

4. **In which language(s) do you regularly read?**

Please mark as many choices as appropriate.

₁ <Language of instruction>

₁ <Language B>

₁ <Language C>

₁ <Language D>

₁ <...>

₁ Other, please specify

5. **What is your employment status as a teacher at this school?**

Please mark one choice.

- ₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ₂ Fixed-term contract for a period of more than 1 school year
- ₃ Fixed-term contract for a period of 1 school year or less

6. **In <secondary school>, how well did you do in comparison to your whole year level?**

Please mark one choice.

- ₁ Generally near the top of my year level.
- ₂ Generally above average for my year level.
- ₃ Generally about average for my year level.
- ₄ Generally below average for my year level.

7. **What is your current employment status in terms of working hours as a teacher?**

Please consider your employment status at this school and for all of your teaching employments together.

Please mark one choice in each row.

Full-time (more than 90% of full-time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full-time hours)
---	--	--	--

- a) My employment status at this school ₁ ₂ ₃ ₄
- b) All my teaching employments together ₁ ₂ ₃ ₄

8. **How many years of work experience do you have regardless of whether you worked part or full time?**

Please write a number in each row. Write 0 (zero) if none.

Please round up to whole years.

Do not include any extended periods of leave such as maternity/paternity leave.

- a) Year(s) working as a teacher at this school
- b) Year(s) working as a teacher in total
- c) Year(s) working in other education roles (do not include years working as a teacher)
- d) Year(s) working in other non-education roles

9. **Do you currently work as a teacher of [<ISCED 2011 level x>/15-year-olds] at another school?**

Please mark one choice.

- ₁ Yes
- ₂ No → Please go to Question [11].

10. **If 'Yes' in the previous question, please indicate in how many other schools you currently [work as a <ISCED 2011 level x> teacher/teach to 15-year-old students].**

Please write a number.

School(s)

11. **Across all your [<ISCED 2011 level x> classes/classes where most students are 15 years old] at this school, how many are special needs students?**

<Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

12. **What is the highest level of formal education you have completed?**

Please mark one choice.

- ₁ Below <ISCED 2011 Level 3>
- ₂ <ISCED 2011 Level 3>
- ₃ <ISCED 2011 Level 4>
- ₄ <ISCED 2011 Level 5>
- ₅ <ISCED 2011 Level 6>
- ₆ <ISCED 2011 Level 7>
- ₇ <ISCED 2011 Level 8>

13. How did you receive your teaching qualifications?

Please mark one choice.

- ₁ A <regular concurrent teacher education or training programme>
 - ₂ A <regular consecutive teacher education or training programme>
 - ₃ An <alternative pathway>
 - ₄ Education or training in another pedagogical profession
 - ₅ Subject-specific <education or training> only
 - ₆ I have no qualification related to the subject I am teaching or to any type of pedagogical education. → **Please go to Question [15].**
 - ₇ Other, please specify
-

14. When did you complete the formal <education or training> that qualified you to teach?

Please write in a number.

An approximate year is sufficient.

--	--	--	--

15. Which <ISCED 2011 levels> are you eligible to teach?

Please mark one choice in each row.

	Yes	No
a) <ISCED 2011 Level 0>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <ISCED 2011 Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <ISCED 2011 Level 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <ISCED 2011 Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) <ISCED 2011 Level 3> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

16. How important were the following for you to become a teacher?

Please mark one choice in each row.

	Not important at all	Of low importanc e	Of moderate importanc e	Of high importanc e
a) Teaching offered a steady career path.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Teaching provided a reliable income.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Teaching was a secure job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The teaching schedule (e.g. hours, holidays, part-time positions) fit with my family responsibilities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Teaching and learning is something, I am interested in.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Teaching allowed me to influence the development of children.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Teaching allowed me to raise the ambitions of underprivileged youth.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Teaching allowed me to benefit the socially disadvantaged.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Teaching allowed me to provide a contribution to society.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teaching allowed me to share my interest in subject matter with children.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

17. Was teaching your first choice as a career?

A 'career' is having a paid job that you regarded as likely to form your life's work.

Please mark one choice.

1 Yes

2 No

18. Were the following elements included in your formal <education or training>?

Please mark one choice in each row.

	Yes	No
a) Content of the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b) Pedagogy of the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c) Classroom practice in the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d) General pedagogy	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e) General classroom practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2

19. How long did your classroom practicum, internship or student teaching last?

Please mark one choice.

- 1 4 weeks or less
- 2 5-7 weeks
- 2 8-11 weeks
- 2 12 weeks or more

20. To what extent do you feel prepared through your initial formal <education or training> for the elements below?

Please mark one choice in each row.

	Not at all	Somewhat	Well	Very well
a) General pedagogy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Content of the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Pedagogy of the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Classroom practice in the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Teaching in a mixed ability setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Teaching cross-curricular skills (e.g. creativity, critical thinking, and problem solving)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) ICT (information and communication technology)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Teaching students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Student behaviour and classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Student career guidance and counselling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Teaching about equity and diversity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

21. **Were any of the subject categories listed below included in your formal education or training?**

Please mark as many choices as appropriate in each row.

Because this is an international survey, we had to categorize many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.

Reading, writing and literature: reading and writing (and literature) in the English, language arts, public speaking, literature, composition, communications, journalism

English as Second Language (ESL): ESL of bilingual education in support of students' subject matter

Mathematics: basic or general mathematics, geometry, pre-algebra, algebra, business or applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus

Science: general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science

Social studies: general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology

Modern foreign languages: languages other than English (e.g., French, German, Spanish, ASL)

Ancient Greek and/or Latin

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Business studies: accounting, business management, business principles and ethics, marketing and distribution

Practical and vocational skills: vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

Interdisciplinary subject: integration of content and perspective of several traditional school subjects

Special education: education of students with special needs

	Included in high school, vocational certificate, or Associate's degree	Included in Bachelor's degree or above	Included in subject specialization as part of teacher education	Included at the in-service or professional development stage
a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) English as Second Language (ESL)	<input checked="" type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
c) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Ancient Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Business studies	<input checked="" type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
m) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Interdisciplinary subject	<input checked="" type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
o) Special education	<input checked="" type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. **During this current school year, do you teach the subjects below to any [**<ISCED 2011 Level X> / 15-year-old**] students in this school?**

Please mark one choice in each row.

Yes No

a)	Reading, writing and literature <i>Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
b)	English as Second Language (ESL) <i>ESL of bilingual education in support of students' subject matter</i>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
c)	Mathematics <i>Includes mathematics, mathematics with statistics, geometry, algebra, etc.</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
d)	Science <i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
e)	Social studies <i>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
f)	Modern foreign languages <i>Includes languages different from the language of instruction</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
g)	Ancient Greek and/or Latin	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
h)	Technology <i>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
i)	Arts <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
j)	Physical education <i>Includes physical education, gymnastics, dance, health</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
k)	Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
l)	Business studies <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
m)	Practical and vocational skills <i>Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</i>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2
n)	Interdisciplinary subject <i>Includes integration of content and perspective of several traditional school subjects</i>	<input type="checkbox"/> _1	<input type="checkbox"/> _2

o) **Special education**
Education of students with special needs

 1 2

p) **Other, please specify**

 1 2

23. **During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on tasks related to your job at this school?**

Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and other work tasks. Also include tasks that took place during evenings, weekends or other off classroom hours.

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Round to the nearest whole hour.

Hours in total

24. **Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week?**

Please only count actual teaching time.

Time spent on preparation, marking, professional development, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

25. **Of this total, how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week at this school?**

Also include tasks that took place during weekends, evenings or other off classroom hours. Please exclude all time spent teaching as this was recorded in the previous question.

Estimates are sufficient.

If you did not perform the task during the most recent complete calendar week, write 0 (zero).

Round to the nearest whole hour.

- a) Individual planning or preparation of lessons either at school or out of school
- b) Team work and dialogue with colleagues within this school
- c) Marking/correcting of student work
- d) Counselling students (including student supervision, virtual counselling, career guidance and delinquency guidance)
- e) Participation in school management
- f) General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)
- g) Professional development activities
- h) Communication and co-operation with parents or guardians
- i) Engaging in extracurricular activities (e.g. sports and cultural activities after school)
- j) Developing students' test-taking skills to improve performance on mandated assessments
- k) Administering, proctoring, and scoring mandated assessments
- l) Reviewing and analysing results of mandated assessments to improve instruction

m) Other work tasks

26. **Have you ever been abroad for professional purposes in your career as a teacher or during your teacher education/training?**

Please mark as many choices as appropriate.

- No → Please go to Question [27].
 - Yes, as a student as part of my teacher education
 - Yes, as a teacher in an EU programme (e.g. Comenius)
 - Yes, as a teacher in a regional or national programme
 - Yes, as a teacher as arranged by my school or school district
 - Yes, as a teacher by my own initiative
 - Other, please specify
-

27. **What were the purposes of your visits abroad?**

Please mark as many choices as appropriate.

- Studying, as part of my teacher education
 - Language learning
 - Learning of other subject areas
 - Accompanying visiting students
 - Establishing contact with schools abroad
 - Teaching
 - Other, please specify
-

28. **How long did you stay abroad?**

Please mark one choice.

- For less than three months
- For three to twelve months
- For more than a year

29. **Thinking about your teaching, to what extent do you agree or disagree with the following statements?**

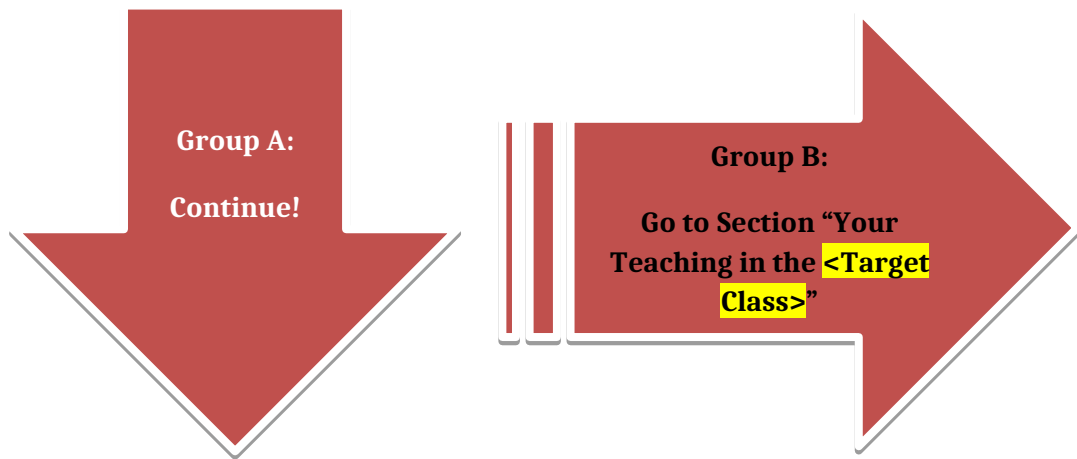
Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I enjoy trying out new teaching ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I consider myself to be creative in my teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I seek out new ways of teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I am an inventive teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I am receptive to new teaching ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

30. **Thinking about the teachers in this school, to what extent do you agree or disagree with the following statements?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Most teachers in this school are always moving toward the development of new answers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most teachers in this school are open to change.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Most teachers in this school are always searching for new ways of looking at problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Most teachers in this school share resources in the application of new ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Most teachers in this school provide practical support to each other for the application of new ideas.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4



Teacher Professional Development

In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken after your initial teacher training/education.

31. In your first regular employment as a teacher, did you take part in any induction activities?

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school. Induction activities might be presented in formal structured programmes (for example, regular supervision by the principal, reduced teaching load, formal mentoring by experienced teachers), or they might be informally arranged as separate activities available to support new teachers (for example, informal peer work with other new teachers, a welcome handbook for new teachers).

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) I took part in a <u>formal</u> induction programme. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I took part in <u>informal</u> induction activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to each of the above → please go to Question [34]

32. In your first regular employment as a teacher, how often did/do you take part in the induction program or informal induction activities?

Please mark one choice.

- ₁ A few occasions
- ₂ Multiple occasions across several months of my first year of teaching
- ₃ Consistently throughout my first year of teaching

33. When you began work at this school, in which of the following induction activities did you participate?

Please mark one choice in each row.

- | | Yes | No | Not applicable |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Mentoring | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Courses/seminars attended in person | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) Courses/seminars completed online | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| d) Online activities (e.g. virtual communities) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

- e) Scheduled meetings with principal and/or experienced colleagues ₁ ₂ ₃
 - f) Regular supervision by principal and/or experienced colleagues ₁ ₂ ₃
 - g) Networking/collaboration with other new teachers ₁ ₂ ₃
 - h) Team teaching with experienced teachers ₁ ₂ ₃
 - i) Portfolios/diaries/journals ₁ ₂ ₃
 - j) Reduced teaching load ₁ ₂ ₃
 - k) General/administrative introduction ₁ ₂ ₃
 - l) Other, please specify ₁ ₂ ₃
-

34. Are you currently involved in any mentoring activities as part of a formal arrangement at this school?

'Mentoring' is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

This question refers to mentoring by and for teachers employed at your school. It does not refer to mentoring of students in teacher education who might be doing teaching practise at your school.

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) I currently have an assigned mentor to support me. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I am currently an assigned mentor for one or more teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

35. During the last 12 months, did you participate in any of the following professional development activities?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Courses/workshops on subject matter, teaching methods or pedagogical topics (e.g. fostering social skills) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online professional development courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Education conferences where teachers and/or researchers present/discuss their research | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Formal qualification programme (e.g. a degree programme) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Observation visits to other schools | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Observation visits to business premises, public organisations, non-governmental organisations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Peer and/or self-observation and coaching as part of a formal school arrangement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Participation in a network of teachers formed specifically for the professional development of teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Individual or collaborative research on a topic of interest to you professionally | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Reading professional literature | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Engaging in dialogue with colleagues about how to improve your teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| l) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you did not participate in any professional development activities during the last 12 months → Please go to Question [38].

36. **Were any of the topics listed below included in your professional development activities during the last 12 months?**

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Student behaviours and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Use of evaluation results analysis and use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Teacher-parent cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Second language teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) Communicating with people from different cultures or countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
r) Teaching about equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
s) Implementatiion of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
t) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

37. **For the professional development in which you participated in the last 12 months, did you receive any of the following benefits?**

Please mark one choice in each row.

Yes No

- a) Monetary supplements for activities outside working hours ₁ ₂
- b) Non-monetary rewards (e.g. classroom resources/materials, book vouchers, trial software/apps) ₁ ₂
- c) Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities) ₁ ₂

38. **For the professional development in which you participated in the last 12 months, what level of support did you receive for each of the following?**

Please mark one choice in each row.

	No support	Partial support	Full support	Not applicable
a) Scheduled time for activities that took place during regular working hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Costs associated with the activities (participation fees, travel, accommodation, materials, etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

39. **Thinking of all of the professional development activities that you engaged in during the last 12 months, did any of these have a positive impact on your teaching practice?**

Please mark one choice.

- 1 Yes
- 2 No → Please go to Question **[41]**

40. **Thinking of the professional development activity that had the greatest positive impact on your teaching in the last 12 months, did it have the following characteristics?**

Please mark one choice in each row.

	Yes	No
a) It built on my prior knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) It adapted to my personal development needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) It had a coherent structure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) It appropriately focused on content needed to teach my subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) It provided opportunities for active learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) It provided opportunities for collaborative learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) It provided sufficient time to digest information.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) It involved case-based learning with practical examples.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) It provided opportunity to practise/apply new ideas and knowledge in my own classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) It provided materials for my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) It provided structured follow-up activities (e.g. further meetings after a course).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) It provided informal follow-up opportunities (e.g. a newsgroup after a course).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) It took place at my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) It involved most colleagues from my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) It took place over an extended period of time (e.g. several weeks or longer).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) It led to innovation in my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

41. For each of the areas listed below, please indicate the degree to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Knowledge of the curriculum	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Student assessment practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Student behaviours and classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) School management and administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Approaches to individualised learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Teaching students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Student career guidance and counselling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Internal evaluation or self-evaluation of schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Use of evaluation results analysis and use	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) Teacher-parent cooperation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
p) Second language teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
q) Communicating with people from different cultures or countries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
r) Teaching about equity and diversity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
s) Implementatiion of national/state curriculum standards or Common Core standards.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
t) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

42. **How strongly do you agree or disagree that the following present barriers to your participation in professional development?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites (e.g. qualifications, experience, and seniority).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) There is a lack of employer support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I do not have time because of family responsibilities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) There is no relevant professional development offered.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) There are no incentives for participating in such activities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The professional development offered is of poor quality.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Professional development is not readily accessible to me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

43. **How would you characterise your participation in the professional development activities available to you in general?**

Please mark one choice in each row.

	Yes	No
a) I am required to take part because of an official requirement	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b) I choose to take part because I am entitled to it	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Teacher Feedback

We would like to ask you about the feedback you receive about your work in this school.

'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' results).

Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

44. In this school, who provides the following types of feedback information to you?

'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.

Please mark as many choices as appropriate in each row.

	External individuals or bodies	School principal or member(s) of the school manage- ment team	Other colleagues within the school (not a part of the manage- ment team)	I have never received this feedback in this school.
a) Feedback following direct observation of my classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Feedback from student surveys about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Feedback following an assessment of my content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Feedback following an analysis of my students' external results (e.g. national test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Analysis of school-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Feedback following your self-assessment of my work (e.g. presentation of a portfolio assessment, analysis of your teaching using video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Feedback following surveys or discussions with parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'I have never received this feedback in this school' to each of the above → Please go to Question **[49]**.

45. **When you receive feedback at this school, what is the emphasis placed on the following areas?**

Please mark one choice in each row.

	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student performance/results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching of students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The feedback I provide to other teachers to improve their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Feedback from parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Feedback from students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Collaboration or working with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Ensuring I receive an appropriate amount of feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Linking feedback to my professional development needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. **Thinking of all of the feedback that you have received during the last 12 months, did any of these have a positive impact on your teaching practice?**

Please mark one choice.

₁ Yes

₂ No → Please go to Question **[49]**

47. **Thinking of the feedback that was most helpful to you in the last 12 months, note whether it directly led to a positive change in any of the following.**

Please mark one choice in each row.

	Yes	No
a) My knowledge and understanding of my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) My pedagogical competencies in teaching my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) My use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) My classroom management processes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) My methods for teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) My methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) My feedback to other teachers about their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) My collaboration or working with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) My confidence as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) My motivation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) My job satisfaction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) My participation in professional development activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

48. **We would like to ask you about teacher appraisal and feedback in this school more generally. How strongly do you agree or disagree with the following statements about this school?**

Here, 'appraisal' is defined as a review of teachers' work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal approach (e.g. through informal discussions).

When a statement does not apply in your context, please skip the item.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher appraisal and feedback have little impact on the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teacher appraisal and feedback are largely done to fulfill administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- d) A development or training plan is established for teachers to improve their work as a teacher. 1..... 2..... 3..... 4
- e) Feedback is provided to teachers based on a thorough assessment of their teaching. 1..... 2..... 3..... 4
- f) If a teacher is consistently under-performing, he/she would be dismissed. 1..... 2..... 3..... 4
- g) Measures to remedy any weaknesses in teaching are discussed with the teacher. 1..... 2..... 3..... 4
- h) A mentor is appointed to help the teacher improve his/her teaching. 1..... 2..... 3..... 4
- i) High-performing teachers are promoted to positions of greater influence and authority. 1..... 2..... 3..... 4
- j) Struggling teachers are provided with additional support to improve their performance. 1..... 2..... 3..... 4

Your Teaching in General

49. We would like to ask about your personal beliefs on teaching and learning. Please indicate how strongly you agree or disagree with each of the following statements.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My role as a teacher is to facilitate students' own inquiry.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Effective/good teachers demonstrate the correct way to solve a problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) How much students learn depends on how much background knowledge they have - that is why teaching facts is so necessary.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) A quiet classroom is generally needed for effective learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

50. **Thinking of all of the collaborative activities in this school, how often do you engage in the following, on average?**

Please mark one choice in each row.

	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
a) Teach jointly as a team in the same class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b) Provide feedback to other teachers' about their practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c) Discussions about teaching approaches	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e) Exchange teaching materials with colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f) Discussions about the learning development of specific students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g) Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h) Attend team conferences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
i) Take part in collaborative professional learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

If you answered 'Never' to each of the above → Please go to Question **[53]**

51. **Thinking of all of the collaborative activities that you took part in during the last 12 months, did any of these have a positive impact on your teaching practice?**

'Collaborative activities' are defined as activities that involve teachers' cooperating together for job-related purposes.

Please mark one choice.

1 Yes

2 No → Please go to Question **[53]**

52. **Thinking of the collaborative activity that had the greatest positive impact on your teaching, note whether it had the following characteristics?**

Please mark one choice in each row.

	Yes	No
a) The activity had a compelling purpose.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) The work was challenging.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) There was adequate scheduled time to do the work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) There were adequate resources to do the work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Accomplishments of those involved were celebrated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Involvement in the activity improved trust between my colleagues and me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

53. **In your teaching, to what extent can you do the following?**

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Get students to believe they can do well in school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Help my students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Control disruptive behaviour in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Motivate students who show low interest in school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Make my expectations about student behaviour clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide an alternative explanation for example when students are confused	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Implement alternative instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Help students develop cross-curricular skills (e.g. creativity, critical thinking, and problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Use digital technology to support student learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

o) Use digital technology to support collaboration between students 1 2 3 4

54. **1** Suppose that you have a very heterogeneous class where students' competence varies from very weak to very strong. You have just taught a new topic, and you are about to give your students hands-on activities/tasks. What would you do?

For each suggestion, mark the option that best applies to your teaching.

- | | I would
definitely
do this | I would
probably
do this | I would
probably
not do
this | I would
definitely
not do
this |
|---|----------------------------------|--------------------------------|---------------------------------------|---|
| a) I give different tasks to different students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) I give tasks that are slightly more difficult than what I taught and ask students to collaborate. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I give tasks with a different context than the one(s) I used when teaching the topic. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I give tasks with different solutions and ask them to explain their answers. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e) I give the same tasks to all student. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

55. **2** Suppose you have a class with discipline and order issues. You arrive in the morning and there is much disorder. You ask them to sit down, but they do not listen to you.

What would you do?

For each suggestion, mark the option that best applies to you.

- | | I would
definitely
do this | I would
probably
do this | I would
probably
not do
this | I would
definitely
not do
this |
|--|----------------------------------|--------------------------------|---------------------------------------|---|
| a) I raise my voice, and continue telling them with a raised voice until they listen to me. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) I sit down and wait for them to quiet down. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I quiet them down and then remind them of the classroom rules. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I start teaching and they usually listen after some time. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

56. 3 Suppose you are just about to teach your students a new topic.
How would you approach this new topic?
What would you do?

For each suggestion, mark the option that best applies to you.

	I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this
a) I ask my students what they already know about the topic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I connect this new topic to an old topic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I ask my students to do their own research on the topic before I start teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I articulate goals of what they are expected to learn from this topic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

57.4 Suppose your students are working on tasks. Most students in the class have finished the tasks, but some students are struggling. You soon need to go on teaching a new topic.
What would you do?

For each suggestion, mark the option that best applies to you.

	I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this
a) I provide extra help for those that need it, even if it requires some time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I ask unfinished students to complete the task as homework and go on teaching the new topic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I help the struggling students learn from their mistakes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I give new and harder tasks to students as they complete the current task.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The students who struggle are provided extra help by one teacher, and the rest are taught the new topic by another teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4



Your Teaching in the <Target Class>

In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one <class>.

The following questions ask you about a particular <class> that you teach. The <class> that we would like you to respond to is the first [<ISCED 2011 Level x>] <class> [attended by 15-year-old students] that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> [at <ISCED 2011 Level x>] / [attended by 15-year-old students] on Tuesday, this can be a class taught on a day following the last Tuesday.

In the questions below, this <class> will be referred to as the <target class>.

58. We would like to understand the composition of the <target class>. Please estimate the broad percentage of students who have the following characteristics.

<'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>

This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.

Students may fall into multiple categories.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%
a) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these language(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Students with behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Academically gifted students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

59. Is your teaching in the <target class> directed entirely or mainly to <special needs> students?

Please mark one choice.

- ₁ Yes → Please go to Question [70].
- ₂ No

60. **Into which subject category does this <target class> primarily fall?**

Please mark one choice.

- ₁ Reading, writing and literature
Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature
- ₂ English as a Second Language (ESL)
Includes ESL or bilingual education in support of students' subject matter learning
- ₃ Mathematics
Includes mathematics, mathematics with statistics, geometry, algebra, etc.
- ₄ Science
Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry
- ₅ Social studies
Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy
- ₆ Modern foreign languages
Includes languages different from the language of instruction
- ₇ Ancient Greek and/or Latin
- ₈ Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- ₉ Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- ₁₀ Business studies
Includes accounting, business management, business principles and ethics, marketing and distribution
- ₁₁ Physical education
Includes physical education, gymnastics, dance, health
- ₁₂ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ₁₃ Practical and vocational skills
Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
- ₁₄ Special education
Includes education of students with special needs
- ₁₅ Other, please specify

61. **How many students are currently enrolled in this <target class>?**

Please write a number.

Students

62. For this <target class>, what percentage of <class> time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

- a) % Administrative tasks (e.g. recording attendance, handing out school information/forms)
- b) % Keeping order in the classroom (maintaining discipline)
- c) % Actual teaching and learning
-
- 100** % **Total**

63. Please indicate how representative you feel the <target class> is of all the classes you teach.

Please mark one choice.

- ₁ Very representative
- ₂ Representative
- ₃ Not representative

64. To what extent do you have direct control over the following areas of your planning and teaching in this <target class>?

Please mark one choice in each row.

- | | No control | Minor control | Moderate control | A great deal of control |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Choosing learning materials (e.g. textbooks, software, etc.) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Choosing course content to be taught | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Selecting teaching methods | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Assessing students' learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Disciplining students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) Determining the amount of homework to be assigned | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

65. **Thinking about the general climate in the <target class>, how strongly do you agree or disagree with the following statements?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) When the lesson begins, I have to wait quite a long time for students to quiet down.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Students in this class take care to create a pleasant learning atmosphere.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I lose quite a lot of time because of students interrupting the lesson.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) There is much disruptive noise in this classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

66. **Thinking about your teaching in the <target class>, how often do you do the following?**

Please mark one choice in each row.

	Never or almost never	Occasion- ally	Frequentl y	In all or nearly all lessons
a) I present a summary of recently learned content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I set goals at the beginning of instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I explain what I expect the students to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I explain how new and old topics are related.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I ask questions to check if the students have understood what I taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I give different work to the students of different ability levels.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I give extra help when students need it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I continue teaching until the students understand	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I adapt my teaching to differences in students' cultural background.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I help my students to learn from their mistakes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I present tasks for which there is no obvious solution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) I present tasks that require students to apply what they have learned to new contexts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I give tasks that require students to think critically.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I have students work in small groups to come up with a joint solution to a problem or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) I ask my students to decide on their own procedures for solving complex tasks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) I tell students to follow classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) I tell students to listen to what I say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) I calm students who are disruptive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) When the lesson begins, I tell students to quiet down quickly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
t) I clarify consequences if students do not follow the classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
u) I give students projects that require at least one week to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
v) I let students use ICT (information and communication technology) for projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

67. **How often do you use the following feedback methods in the <target class>?**

Please mark one choice in each row.

	Never or almost never	Occasion- ally	Frequentl y	In all or nearly all lessons
a) I give students feedback on their strengths.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I tell students in which areas they can still improve.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I tell my students how they can improve their performance.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

68. **How often do you use the following methods of assessing student learning in the <target class>?**

Please mark one choice in each row.

	Never or almost never	Occasion- ally	Frequentl y	In all or nearly all lessons
a) I develop and administer my own assessment.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I administer a standardised test.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I have individual students answer questions in front of the class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I let students evaluate their own progress.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I check students' homework (e.g., assignments, portfolios, project documentation).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

69. **To what extent is your capacity to provide quality instruction in the <target class> currently hindered by any of the following issues?**

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Shortage or inadequacy of physical infrastructure (e.g. school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate and Job Satisfaction

70. **Thinking about the general climate in this school, how strongly do you agree or disagree with these statements as applied to this school?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The school staff share a common set of beliefs about teaching and learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The school staff enforces rules for student behavior consistently for students throughout the school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) This school encourages staff to propose and implement new initiatives.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) All teachers are involved in decision making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teachers get along well with the school leadership.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

71. In this school, do teachers have a significant responsibility for the following tasks?

A 'significant responsibility' is one where an active role is played in decision making. Please mark as one choice in each row.

	Yes	No
a) Appointing or hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Dismissing or suspending teachers from employment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Establishing teachers' starting salaries, including setting payscales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Establishing student assessment policies, including <national/regional> assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Choosing which learning materials are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Determining course content, including <national/regional> curricula	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

72. **Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements about what happens in this school?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) In this school, teachers and students usually get on well with each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most teachers believe that the students' well-being is important.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Most teachers are interested in what students have to say.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) If a student from this school needs extra assistance, the school provides it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Teachers can rely on the principal for professional support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The principal has confidence in the expertise of the teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Even in difficult situations, teachers in this school can depend upon each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Teachers can trust each other in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) The students have to be closely supervised for misbehaviour reasons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Students can be counted on to do their work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teachers can count on parental support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) It is difficult to overcome cultural barriers between parents and teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

73. **Thinking about the school management in this school, how strongly do you agree or disagree with the following statements?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The principal has a clear vision for this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) The principal encourages co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The principal ensures that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The principal ensures that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The principal encourages all staff to have a say on important decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The principal has good professional relationships with staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The principal has good professional relationships with parents.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The principal has good professional relationships with students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) The principal ensures that our performance is managed effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) The principal encourages staff to be innovative in our pedagogical practises.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) When we do something innovative we receive recognition and rewards for doing so.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) The principal provides useful feedback to staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

74. How strongly do you agree or disagree with the following statements about your career goals and prospects?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) In this school there are good opportunities for career progression.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) In future, I would like to take on a leadership/management role (e.g. principals, <vice/deputy principals>).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I know what I need to do if I want to progress into a leadership/management role.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I would prefer staying in the classroom to taking on leadership/management roles.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I would prefer a leadership/management role that would allow me to stay in the classroom at least part of the time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I would prefer a leadership/management role that is focused on providing professional support without administrative duties.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

75. Thinking of your career, when do you expect the following to occur?

Please mark one choice in each row.

	In less than 5 years	In more than 5 years	Never
a) I would work at a different school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b) I would leave the teaching profession for another career.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c) I would retire from work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Alternative

For how many years do you want to continue to be a teacher?

Please write a number.

Years

What will you do when you leave the principal role?

Please mark one choice.

- 1 Become a principal
- 2 Work as a teacher educator

- ₃ Work an education job not in a school
 - ₄ Work in a different job not in the education sector
 - ₅ Attend to family
 - ₆ Volunteer for unpaid community work (e.g., projects, activities, programs)
 - ₇ Retire from work
 - ₈ Other, please specify
-

76. In your experience as a teacher at this school, to what extent do the following occur?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) My principal treats me fairly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I experience stress in my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) My job prevents me from giving the time I want to my family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) My job negatively impacts my mental health.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) My job negatively impacts my physical health.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) My school provides opportunities to enhance my well-being.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

77. Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Having too much class preparation work to do (e.g. lesson preparation and marking)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Having too much administrative work to do (e.g. filling out forms)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Having extra duties due to absent teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Being responsible for students' achievement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Maintaining classroom discipline	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Dealing with students' impolite behaviour	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Keeping up with requirements from <local, municipality/regional, state, or national/federal> authority	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Addressing parent concerns	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Modifying lessons for students with special learning needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Adapting lessons for multicultural classrooms of students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Other, please specify	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

78. **We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I would like to change to another school if that were possible.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I regret that I decided to become a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I enjoy working at this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I would recommend my school as a good place to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I think that the teaching profession is valued in society.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I am satisfied with my performance in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) All in all, I am satisfied with my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

79. **Thinking about your job at this school, how strongly do you agree or disagree with the following statements?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am satisfied with the salary I receive for my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Apart from my salary, I am dissatisfied with the terms of my my teaching contract (e.g.benefits, work schedule, calendar).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I can apply my own ideas in my classroom teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I am satisfied with the support that I receive from parents in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I need more support from my school management team.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I can influence decisions that are important for my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I would choose to continue working at this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

80. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My students value me as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Parents values me as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Teachers views are valued by policymakers in this country/region.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Teachers can influence educational policy in this country/region.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

81. To what extent do the following characterise your school?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Teachers understand the school's curricular goals.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Teachers succeed in implementing the school's curriculum.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Teachers hold high expectations for student achievement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Parents support student achievement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Parents are involved in school activities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Students desire to do well in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Students harass their peers who excel in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The school co-operates with the local community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

82. In this school, how often do the following occur among students in your school?

Please mark one choice in each row.

	Less than monthly	Monthly	Weekly	Daily
a) Vandalism and theft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Intimidation or bullying among students (or other forms of verbal abuse)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Physical injury caused by violence among students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Intimidation or verbal abuse to teachers or staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Use/possession of drugs and/or alcohol	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) A student or parent reported to you about postings of hurtful information on the internet about students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) A student or parent reported to you about sharing of other students' private information on the internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) A student or parent reported to you about unwanted electronic contact among students (via texts, e-mails, gaming)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

83. **Thinking about education as a whole, if the <Ministry of Education> was to increase the budget by 5 %, what would you prefer the <Ministry of Education> to spend it on?**

Please select your first, second and third choice.

Please mark one choice in each column.

	First choice	Second choice	Third choice
a) Investing in ICT	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Improving teacher salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Supporting students from disadvantaged or migrant backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Reducing class sizes by recruiting more staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Improving school buildings and facilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Supporting students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Offering high quality professional development for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Providing free lunch for all students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Providing a salary increase to high-performing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Reducing teacher's administration load by recruiting more support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Alternative:

Thinking about education as a whole, if the <Ministry of Education> was to increase the budget by 5 %, which of the following pairs of alternatives would you prefer the <Ministry of Education> to spend it on?

Please mark one choice in each row.

a)	Investing in ICT	<input type="checkbox"/> ₁	OR	<input type="checkbox"/> ₂	Improving school buildings and facilities
b)	Improving teacher salaries	<input type="checkbox"/> ₁	OR	<input type="checkbox"/> ₂	Providing a salary increase to high-performing teachers
c)	Supporting students from disadvantaged or migrant backgrounds	<input type="checkbox"/> ₁	OR	<input type="checkbox"/> ₂	Providing free lunch for all students
d)	Reducing class sizes by recruiting more staff	<input type="checkbox"/> ₁	OR	<input type="checkbox"/> ₂	Reducing teacher's administration load by recruiting more support staff
e)	Supporting students with special needs	<input type="checkbox"/> ₁	OR	<input type="checkbox"/> ₂	Offering high quality professional development for teachers

- f) Improving school buildings and facilities ₁ OR ₂ Supporting students from disadvantaged or migrant backgrounds
- g) Offering high quality professional development for teachers ₁ OR ₂ Improving teacher salaries
- h) Reducing teacher's administration load by recruiting more support staff ₁ OR ₂ Supporting students with special needs
- i) Providing free lunch for all students ₁ OR ₂ Investing in ICT
- j) Providing a salary increase to high-performing teachers ₁ OR ₂ Reducing class sizes by recruiting more staff

Teaching in multiculturally diverse environments

84. **Many schools have students from different cultures. The statements below are about your views on this diversity. Note that the statements ask for your attitudes and do not require that you currently teach in multicultural classrooms. To what extent do you agree with the following statements?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) It is beneficial for the academic success of students from diverse cultures when schools regard their cultural differences.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) It is crucial for the academic success of multilingual students that schools offer courses in their heritage language.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) It is best for school cohesion when the school encourages linguistic diversity in school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) It is important that students from different cultures get the same attention during class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) It is important that students of different cultures work together and help each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) When activities are planned it is important to ensure that students from all cultures can participate.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) It is important that school rules are applied uniformly regardless of the cultural background of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) It is important that schools have procedures for dealing with cultural discrimination.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

85. Do the following practices for multicultural learning apply in this school?

Please mark one choice in each row.

	Yes	No
a) In my school, students learn about the histories of diverse ethnic and cultural groups that live in <country of survey>.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) In my school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in <country of survey>.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) In my school, students learn about different ethnic and cultural perspectives on historical and social events.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) My school supports activities or organisations that encourage student’s expression of diverse ethnic and cultural identities (e.g. artistic groups).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) My school organises multicultural events (e.g. multicultural diversity day).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) In my school, we celebrate festivities from other cultures.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) In my school we teach students how to work with students from other ethnic and cultural backgrounds.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) In my school we teach students how to deal with ethnic and cultural discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) In my school there are policies to ensure that students from all ethnic and cultural backgrounds receive a fair treatment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) In my school we teach students how to deal with gender differences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) In my school we have policies to avoid student discrimination based on gender.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) In my school we teach students how to deal with socioeconomic differences among students (children from rich and poor students).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) In my school we have policies how to avoid discrimination based on socioeconomic differences (children from rich and poor students).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

86. How many teachers in your school would agree with the following statements?

Please mark one choice in each row.

	None or almost none of them	Some of them	Many of them	All or almost all of them
a) In the classroom, it is important to be responsive to differences between cultures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) It is important for children to learn that people from other cultures can have different values.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Respecting other cultures is something that children should learn as early as possible.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Intercultural communication should be emphasised in teacher training.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Schools should aim to foster and support the similarities between students from different cultural backgrounds.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) In the classroom, it is important that students of different origins recognise the similarities that exist between them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Children should learn that people of different cultural origins often have a lot in common.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) In the classroom, it is important to recognise that male and female student are different from each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Students learn how to avoid gender discrimination.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Schools should stimulate that students from poor and rich backgrounds work together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) In the classroom, it is important to treat students from poor and rich background in the same manner.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

87. Have you ever taught a classroom with students from different cultures?

Please mark one choice.

- 1 Yes → **Please go to the end of the Questionnaire.**
- 2 No

88. How do you judge your own competence to teach in a class with a high degree of cultural diversity?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am able to cope with the challenges of a multicultural classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I am able to adapt my teaching to the cultural diversity of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I am able to adequately respond to students with different abilities and cultural preconditions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I am able to improve the relationship between students with and without migration background.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I am able to take care that students with and without migrant background work together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I am able to raise awareness for cultural differences amongst the students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I am able to contribute to greater mutual understanding between students from different cultural groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I am able to deal with problems which result from cultural difference.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I am able to contribute to reducing ethnic stereotypes between the students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

This is the end of the questionnaire.

Thank you very much for your participation!

Please **[National Return Procedures and Date]**