

2024 Teaching and Learning International Survey (TALIS 2024) International Field Test Questionnaire Revision

OMB# 1850-0888 v.9

October 2022

APPENDIX B: QUESTIONNAIRES

TALIS 2024 Principal Instrument --- Form A	1
TALIS 2024 Principal Instrument --- Form B	34
TALIS 2024 Teacher Instrument --- Form A.....	67
TALIS 2024 Teacher Instrument --- Form B.....	100
TALIS 2024 Teacher Instrument --- Form C.....	134

The instruments included here are the final 2024 International Field Test instruments and have not yet been adapted for administration in the United States. In late fall 2022, NCES will submit a non-substantive change request that will contain the final US adapted versions of the Field Test instruments.

Please note the absence of the Teacher Knowledge Survey (TKS) instruments in this package. Because the TKS is new and still being piloted, and because the TKS is a proprietary instrument, it is not included for publication or available for public comment.



**Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024**

Principal Questionnaire – Form A

<ISCED 2011 Level 2/3>

Field Trial Version

[International English, UK Spelling]

[National Project Information]

International Consortium

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) 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). [Name of country], along with more than 50 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the 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 less than 60 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]

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. What is your gender?

Please mark one choice.

- ₁ Female
- ₂ Male
- ₃ <non-binary/diverse>

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 full-time or part-time?

Do not include any extended periods of leave such as parental leave.

Work experience may fall into multiple categories.

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 any other jobs

5. Do you currently have a teaching obligation as part of your work as a principal?

Please mark one choice.

- ₁ Yes, more than 50% of my working hours
- ₂ Yes, up to 50% of my working hours
- ₃ No

6. What is your current employment status as a principal at this school?

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

7. Did the formal **<education or 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

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

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

Please mark one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person and virtual/online	No
a) Courses/seminars about subject matter, teaching methods or pedagogical topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Courses/seminars about leadership.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Courses/seminars attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Education conferences where teachers, principals and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Peer and/or self-observation and coaching as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Formal or informal principal networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Reading professional literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Courses/seminars on developing a strategy for the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Ways to improve this school's sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Ways to support teachers to teach about sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

10. For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

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/local policies on education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Using data for improving the quality of the school	<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 professional learning for/with teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Observing classroom instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Providing effective feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Developing collaboration among teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Developing a strategy for the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Knowledge and understanding of sustainability	<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

11. How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional learning is too expensive.	<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 learning 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 due to other commitments or responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional learning 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 professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

12. Which best describes this school's location?

Please mark one choice.

- ₁ [A village, hamlet or rural area] (up to 3,000 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)

13. About what percentage of this school's 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 or guardians |_|_|
 - c) Benefactors, donations, bequests, sponsorships, fundraising |_|_|
 - d) Other, please specify |_|_|
-

14. 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.

15. 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. Include temporary staff [and staff employed through a contractor].

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

- | | Full-time
(more than
90% of full-
time hours) | Part-time
(up to 90%
of full-time
hours) | |
|----|--|---|--|
| a) | _ _ _ | _ _ _ | Teachers, irrespective of the grades/ages they teach
<i>Those whose main professional activity at this school is the provision of instruction to students</i> |
| b) | _ _ _ | _ _ _ | Personnel for pedagogical support, irrespective of the grades/ages they support
<i>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, therapists [and nurses]</i> |
| c) | _ _ _ | _ _ _ | School administrative personnel
<i>Including receptionists, secretaries, accountants and administration assistants</i> |
| d) | _ _ _ | _ _ _ | School management personnel
<i>Including principals, assistant principals, and other management staff whose main activity is management</i> |
| e) | _ _ _ | _ _ _ | Other staff (e.g. cafeteria, cleaning, technicians [or guards]) |

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

Include part-time staff and staff that began work during the year.

Count any staff member for any reason, including retirement, parental leave, and temporary teaching.

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

- a) |_|_|_| Teachers who began work at this school during the last 12 months
- b) |_|_|_| Teachers who permanently left this school during the last 12 months
- c) |_|_|_| Teachers absent or unavailable for teaching for the most recent Tuesday that school was in session

17. Are the following <ISCED 2011 levels> and/or programmes taught in this school?

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> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <ISCED 2011 Level 2> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) <ISCED 2011 Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) <ISCED 2011 Level 3> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please write a number.

Students

19. How often are the following factors considered when students are admitted to this school?

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Students' record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Residence in a particular area	<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

20. What is this school's policy for organising instruction for students with different abilities?

Please mark one choice in each row.

	For all subjects	For some subjects	Not for any subjects
a) Students are grouped by ability into different classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Students are grouped by ability within their classes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

21. Please **estimate** the broad percentage of **<ISCED 2011 Level x>** students in this school who have the following characteristics.

Students may fall into multiple categories.

<'Students with special education needs' are those for whom a special education 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.>

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

<'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.>

'Sexual and gender minorities' refers to lesbian, gay, bisexual, transsexual, queer or intersexual individuals.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Students from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
e) Students belonging to <ethnic/national minorities or Indigenous communities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Male 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	<input type="checkbox"/> ₇
g) Students that identify themselves as sexual or gender minorities (e.g. lesbian, gay, transgender, bisexual)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

School Leadership

22. Does this school 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 [24].

23. Are the following currently represented on the <school management team>?

Please mark one choice in each row.

	Yes	No	Not applicable
a) 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 (e.g. accountant, treasurer)	<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) <School governing board>	<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) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

24. 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.

	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 pay scales	<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

25. Regarding this school, who has a significant responsibility for the following areas?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

	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) Deciding on the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Improving this school's sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Determining policies on student diversity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining policies on teacher diversity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Facilitating teachers' professional learning activities to support students' social and emotional development.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Defining school improvement priorities ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

26. On average throughout the school year, how often do you spend your time as a principal on the following tasks in this school?

Please mark one choice in each row.

	Never or almost never	A few times a year	Less than monthly	Monthly	Weekly	Daily	Multiple times a day
a) 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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional learning</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Teacher and staff interactions <i>Including advice-giving, feedback and evaluation, non-teaching school activities</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Student interactions <i>Including counselling and conversations outside structured learning activities, discipline</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
e) Parent or guardian interactions <i>Including formal and informal interactions</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Interactions with local and regional community, business and industry .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
g) Emergency tasks <i>Including attending to school infrastructure damage, community or national crisis</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) 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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

27. Please indicate how frequently you engaged in the following activities 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 reviewed 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
k) I worked on a professional learning plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28. Please indicate how frequently you took actions related to the following areas in this school during the last 12 months.

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) Supporting the integration of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Supporting student diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Supporting teacher diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Coordinating curriculum reforms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Improving this school's environmental sustainability or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Improving students' social emotional development in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

29. How frequently do teachers in this school come to you for support or advice regarding the following matters?

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) Teaching techniques	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching philosophy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Curricular needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Classroom materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students' social and emotional needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Interactions with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Interactions with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Interactions with parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Interactions with community members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Personal issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Language barriers between staff and parents/guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Engaging students with climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Use of <digital resources and tools> for teaching .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Teachers' innovative ideas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Student conflicts (e.g. bullying, slurs, social media posts or comments)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Students' hardship, disadvantage, or equity issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. How strongly do you agree or disagree with these statements about teachers at this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers lead extracurricular activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers participate in non-teaching school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Induction, Mentoring and Formal Appraisal

31. Which teachers have access to the following induction activities at this school?

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

They are either organised as 'formal induction programmes' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc. or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook etc.

'Teachers new to teaching' refers to those who have less than one year paid employment as teachers. Please mark one choice in each row.

	All teachers new to this school	Only teachers new to teaching	None
a) <u>Formal</u> induction programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) <u>Informal</u> induction activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

If you answered 'None' to a) and b) → Please go to Question [33].

32. Which of the following provisions are included in teacher induction at this school?

Please mark one choice in each row.

	Yes	No
a) Courses/seminars attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Online courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Online activities (e.g. virtual communities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Planned meetings with principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Supervision by principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Networking/collaboration with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Team teaching with 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

33. Do teachers at this school have access to a mentoring programme?

'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.

Please mark one choice.

- ₁ Yes, but only teachers who are new to teaching, i.e. have less than one year paid employment as a teacher, 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 programme for teachers in this school.
→ **Please go to Question [36].**

34. 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

35. To what extent did mentoring activities during the last 12 months positively impact teaching at this school?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

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

'Formal appraisal' is defined as when a teacher's work is formally reviewed by the principal, an external inspector or by his or her colleagues (e.g. as part of a formal performance management system, involving set procedures and criteria), in contrast to a more informal approach (e.g. through informal discussions).

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

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
a) 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 all of the above → Please go to Question [39].

37. Who uses the following types of information as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

	External individuals or bodies	Principal	Member(s) of the <school management team>	Assigned mentors	Other teachers (not a part of the <school management team>)	Not used in this school
a) Observations of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessments of teachers' content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Students' external results (e.g. national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessments of teachers' work (e.g. presentation of a portfolio assessment, analysis of teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

38. Please indicate the frequency that each of the following occurs in this school following a formal 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/training plan is developed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Material sanctions such as reduced annual increases in pay are imposed.	<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) An increase 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

39. 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) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) 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
g) 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
h) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers at this school believe intelligence can be changed much.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40. To what extent do the following statements apply to this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the 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 or guardians support student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Parents or guardians are involved in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students have a 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

41. 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	To some extent	Quite a bit	A lot
a) Shortage of qualified 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 education 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 <digital resources and tools> 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 library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) 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
j) Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage of teachers with competence in teaching students in a multicultural or multilingual setting ..	<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 from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of necessary materials to train vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Shortage or inadequacy of time for instructional leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Insufficient utilities (e.g. drinking water, electricity, and sewage/sanitation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. In this school, how often do the following occur amongst students?

Please mark one choice in each row.

	Never	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	<input type="checkbox"/> ₅
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	<input type="checkbox"/> ₅
c) Physical injury caused by violence among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Use/possession of drugs and/or alcohol ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) A student or parent/guardian reports 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	<input type="checkbox"/> ₅
g) A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Schooling in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity. 'Diversity' refers to the recognition of and appreciation for differences in the ethnic, cultural or socio-economic backgrounds, gender identities and learning needs of students and staff.

43. Does this school include students from different cultural or ethnic backgrounds?

Please mark one choice.

₁ Yes

₂ No

44. In this school, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Organising multicultural events (e.g. cultural diversity day)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Teaching students how to deal with ethnic and cultural discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Adopting teaching and learning practices that integrate global issues throughout the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Including books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Employing teachers that are representative of the diverse backgrounds of students and/or their families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Providing additional support for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Teaching students to be inclusive of different socio-economic backgrounds ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Explicit policies against gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Explicit policies against socio-economic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Providing additional support for students from disadvantaged backgrounds ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Promoting a safe school climate for students of diverse sexual orientation and gender identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

45. In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) 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 and young people should learn as early as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Children and young people should learn that people of different cultures have a lot in common.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Schools should encourage students from different socio-economic backgrounds to work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students should learn to oppose gender discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) It is important to treat all students equally regardless of their gender.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) It is important to treat students from all socio-economic backgrounds in the same manner.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) A class with a high proportion of students with special education needs enriches learning experiences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Students should feel comfortable to express their diverse sexual orientations and gender identities at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Education and Sustainability

The following section includes questions about school policies and practices concerned with sustainability, with an emphasis on climate change.

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

46. Thinking about your role as a principal in supporting education about sustainability, 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 believe it is my role as a principal to address sustainability in the school curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to develop a school strategy on including sustainability in the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am confident supporting teachers so that they can teach about sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It is just too difficult for someone like me to do much about sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I have the resources I need to develop a school strategy on teaching climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I worry about parent or guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I attend to students' concern about the future of our environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I encourage teachers to empower students to take action on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I encourage students to empower each other to take action on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I encourage teachers to teach about climate change across different subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) I took actions to improve this school's sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I developed or implemented a climate action plan for the school (e.g. installing solar panels on the roof, reducing emissions).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I supported teachers interested in teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I supported students interested in activities to address climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

48. Approximately how many teachers in this school do the following actions related to climate change?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) Teach students about climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engage in informal discussions with students about climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

49. In your view, to what extent are the following barriers for teaching about climate change in this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers think it is not related to the subject(s) they teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers think students are too young.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers don't know enough about it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers don't have the materials needed to teach the subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers don't believe in it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Our school does not allow it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers think students have already learned about it in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The curriculum is not flexible enough.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The curriculum does not mandate it be taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Assessments do not include it.	<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

50. How concerned are you personally about climate change?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

51. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please mark one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

Occupational Perceptions

52. For how many more years do you want to continue to work as a principal?

Please write a number.

Years

53. 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	To some extent	Quite a bit	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 held 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) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Accommodating students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addressing students' basic health and/or safety needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Being held responsible for students' social and emotional well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Having too much work on professional learning for teachers at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Keeping up with curriculum or programme changes in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Having too much work on diversity and equity issues, concerns, or conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Having to adapt this school's practices due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Keeping up with professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Having inadequate physical infrastructure (e.g. building, grounds, heating/cooling, lighting, sanitary or acoustic systems) in the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

54. 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 this 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

55. 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 satisfied with the terms of my principal <contract/employment> (e.g. benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am satisfied with the support that I receive from the staff in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) I cannot influence decisions that are important for my work.	<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]**



Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024

Principal Questionnaire – Form B

<ISCED 2011 Level 2/3>

Field Trial Version

[International English, UK Spelling]

[National Project Information]

International Consortium

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) 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). [Name of country], along with more than 50 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the 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 less than 60 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]

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. What is your gender?

Please mark one choice.

- ₁ Female
₂ Male
₃ <non-binary/diverse>

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 full-time or part-time?

Do not include any extended periods of leave such as parental leave.

Work experience may fall into multiple categories.

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 any other jobs

5. Do you currently have a teaching obligation as part of your work as a principal?

Please mark one choice.

- ₁ Yes, more than 50% of my working hours
- ₂ Yes, up to 50% of my working hours
- ₃ No

6. What is your current employment status as a principal at this school?

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

7. Did the formal **<education or 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

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

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

Please mark one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person and virtual/online	No
a) Courses/seminars about subject matter, teaching methods or pedagogical topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Courses/seminars about leadership.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Courses/seminars attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Education conferences where teachers, principals and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Peer and/or self-observation and coaching as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Formal or informal principal networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Reading professional literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Courses/seminars on developing a strategy for the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Ways to improve this school's sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Ways to support teachers to teach about sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

10. For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

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/local policies on education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Using data for improving the quality of the school	<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 professional learning for/with teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Observing classroom instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Providing effective feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Developing collaboration among teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Developing a strategy for the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Knowledge and understanding of sustainability	<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

11. How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional learning is too expensive.	<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 learning 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 due to other commitments or responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional learning 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 professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

12. Which best describes this school's location?

Please mark one choice.

- ₁ [A village, hamlet or rural area] (up to 3,000 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)

13. About what percentage of this school's 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 or guardians |_|_|
 - c) Benefactors, donations, bequests, sponsorships, fundraising |_|_|
 - d) Other, please specify |_|_|
-

14. 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.

15. 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. Include temporary staff [and staff employed through a contractor].

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

- | | Full-time
(more than
90% of full-
time hours) | Part-time
(up to 90%
of full-time
hours) | |
|----|--|---|--|
| a) | _ _ _ | _ _ _ | Teachers, irrespective of the grades/ages they teach
<i>Those whose main professional activity at this school is the provision of instruction to students</i> |
| b) | _ _ _ | _ _ _ | Personnel for pedagogical support, irrespective of the grades/ages they support
<i>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, therapists [and nurses]</i> |
| c) | _ _ _ | _ _ _ | School administrative personnel
<i>Including receptionists, secretaries, accountants and administration assistants</i> |
| d) | _ _ _ | _ _ _ | School management personnel
<i>Including principals, assistant principals, and other management staff whose main activity is management</i> |
| e) | _ _ _ | _ _ _ | Other staff (e.g. cafeteria, cleaning, technicians [or guards]) |

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

Include part-time staff and staff that began work during the year.

Count any staff member for any reason, including retirement, parental leave, and temporary teaching.

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

- a) |_|_|_| Teachers who began work at this school during the last 12 months
- b) |_|_|_| Teachers who permanently left this school during the last 12 months
- c) |_|_|_| Teachers absent or unavailable for teaching for the most recent Tuesday that school was in session

17. Are the following <ISCED 2011 levels> and/or programmes taught in this school?

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> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <ISCED 2011 Level 2> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) <ISCED 2011 Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) <ISCED 2011 Level 3> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please write a number.

Students

19. How often are the following factors considered when students are admitted to this school?

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Students' record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Residence in a particular area	<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

20. What is this school's policy for organising instruction for students with different abilities?

Please mark one choice in each row.

	For all subjects	For some subjects	Not for any subjects
a) Students are grouped by ability into different classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Students are grouped by ability within their classes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

21. Please **estimate** the broad percentage of **<ISCED 2011 Level x>** students in this school who have the following characteristics.

Students may fall into multiple categories.

<'Students with special education needs' are those for whom a special education 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.>

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

<'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.>

'Sexual and gender minorities' refers to lesbian, gay, bisexual, transsexual, queer or intersexual individuals.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Students from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
e) Students belonging to <ethnic/national minorities or Indigenous communities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Male 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	<input type="checkbox"/> ₇
g) Students that identify themselves as sexual or gender minorities (e.g. lesbian, gay, transgender, bisexual)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

School Leadership

22. Does this school 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 [24].

23. Are the following currently represented on the <school management team>?

Please mark one choice in each row.

	Yes	No	Not applicable
a) 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 (e.g. accountant, treasurer)	<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) <School governing board>	<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) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

24. 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.

	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 pay scales	<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

25. Regarding this school, who has a significant responsibility for the following areas?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

	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) Deciding on the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Improving this school's sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Determining policies on student diversity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining policies on teacher diversity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Facilitating teachers' professional learning activities to support students' social and emotional development.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Defining school improvement priorities ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

26. On average throughout the school year, how often do you spend your time as a principal on the following tasks in this school?

Please mark one choice in each row.

	Never or almost never	A few times a year	Less than monthly	Monthly	Weekly	Daily	Multiple times a day
a) 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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional learning</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Teacher and staff interactions <i>Including advice-giving, feedback and evaluation, non-teaching school activities</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Student interactions <i>Including counselling and conversations outside structured learning activities, discipline</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
e) Parent or guardian interactions <i>Including formal and informal interactions</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Interactions with local and regional community, business and industry .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
g) Emergency tasks <i>Including attending to school infrastructure damage, community or national crisis</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) 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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

27. Please indicate how frequently you engaged in the following activities 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 reviewed 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
k) I worked on a professional learning plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28. Please indicate how frequently you took actions related to the following areas in this school during the last 12 months.

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) Supporting the integration of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Supporting student diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Supporting teacher diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Coordinating curriculum reforms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Improving this school's environmental sustainability or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Improving students' social emotional development in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

29. How frequently do teachers in this school come to you for support or advice regarding the following matters?

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) Teaching techniques	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching philosophy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Curricular needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Classroom materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students' social and emotional needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Interactions with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Interactions with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Interactions with parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Interactions with community members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Personal issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Language barriers between staff and parents/guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Engaging students with climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Use of <digital resources and tools> for teaching .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Teachers' innovative ideas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Student conflicts (e.g. bullying, slurs, social media posts or comments)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Students' hardship, disadvantage, or equity issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. How strongly do you agree or disagree with these statements about teachers at this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers lead extracurricular activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers participate in non-teaching school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Induction, Mentoring and Formal Appraisal

31. Which teachers have access to the following induction activities at this school?

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

They are either organised as 'formal induction programmes' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc. or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook etc.

'Teachers new to teaching' refers to those who have less than one year paid employment as teachers. Please mark one choice in each row.

	All teachers new to this school	Only teachers new to teaching	None
a) <u>Formal</u> induction programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) <u>Informal</u> induction activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

If you answered 'None' to a) and b) → Please go to Question [33].

32. Which of the following provisions are included in teacher induction at this school?

Please mark one choice in each row.

	Yes	No
a) Courses/seminars attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Online courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Online activities (e.g. virtual communities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Planned meetings with principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Supervision by principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Networking/collaboration with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Team teaching with 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

33. Do teachers at this school have access to a mentoring programme?

'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.

Please mark one choice.

- ₁ Yes, but only teachers who are new to teaching, i.e. have less than one year paid employment as a teacher, 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 programme for teachers in this school.
→ **Please go to Question [36].**

34. 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

35. To what extent did mentoring activities during the last 12 months positively impact teaching at this school?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

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

'Formal appraisal' is defined as when a teacher's work is formally reviewed by the principal, an external inspector or by his or her colleagues (e.g. as part of a formal performance management system, involving set procedures and criteria), in contrast to a more informal approach (e.g. through informal discussions).

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

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
a) 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 all of the above → Please go to Question [39].

37. Who uses the following types of information as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

	External individuals or bodies	Principal	Member(s) of the <school management team>	Assigned mentors	Other teachers (not a part of the <school management team>)	Not used in this school
a) Observations of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessments of teachers' content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Students' external results (e.g. national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessments of teachers' work (e.g. presentation of a portfolio assessment, analysis of teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

38. Please indicate the frequency that each of the following occurs in this school following a formal 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/training plan is developed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Material sanctions such as reduced annual increases in pay are imposed.	<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) An increase 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

39. 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) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) 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
g) 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
h) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers at this school believe intelligence can be changed much.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40. To what extent do the following statements apply to this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the 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 or guardians support student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Parents or guardians are involved in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students have a 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

41. 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	To some extent	Quite a bit	A lot
a) Shortage of qualified 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 education 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 <digital resources and tools> 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 library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) 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
j) Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage of teachers with competence in teaching students in a multicultural or multilingual setting ..	<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 from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of necessary materials to train vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Shortage or inadequacy of time for instructional leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Insufficient utilities (e.g. drinking water, electricity, and sewage/sanitation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. In this school, how often do the following occur amongst students on school grounds?

Please mark one choice in each row.

	Never	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	<input type="checkbox"/> ₅
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	<input type="checkbox"/> ₅
c) Physical injury caused by violence among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Use/possession of drugs and/or alcohol .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

43. In this school, how often do the following issues occur virtually?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) Online vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Online 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	<input type="checkbox"/> ₅
c) Online violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Online intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Online drug or alcohol solicitation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) A student or parent/guardian reports 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	<input type="checkbox"/> ₅
g) A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Schooling in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity. 'Diversity' refers to the recognition of and appreciation for differences in the ethnic, cultural or socio-economic backgrounds, gender identities and learning needs of students and staff.

44. Does this school include students from different cultural or ethnic backgrounds?

Please mark one choice.

₁ Yes

₂ No

45. In this school, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Organising multicultural events (e.g. cultural diversity day)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Teaching students how to deal with ethnic and cultural discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Adopting teaching and learning practices that integrate global issues throughout the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Including books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Employing teachers that are representative of the diverse backgrounds of students and/or their families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Providing additional support for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Teaching students to be inclusive of different socio-economic backgrounds ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Explicit policies against gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Explicit policies against socio-economic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Providing additional support for students from disadvantaged backgrounds ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Promoting a safe school climate for students of diverse sexual orientation and gender identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

46. In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) 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 and young people should learn as early as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Children and young people should learn that people of different cultures have a lot in common.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Schools should encourage students from different socio-economic backgrounds to work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students should learn to oppose gender discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) It is important to treat all students equally regardless of their gender.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) It is important to treat students from all socio-economic backgrounds in the same manner.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) A class with a high proportion of students with special education needs enriches learning experiences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Students should feel comfortable to express their diverse sexual orientations and gender identities at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Education and Sustainability

The following section includes questions about school policies and practices concerned with sustainability, with an emphasis on climate change.

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

47. Thinking about your role as a principal in supporting education about sustainability, 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 believe it is my role as a principal to address sustainability in the school curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to develop a school strategy on including sustainability in the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am confident supporting teachers so that they can teach about sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It is just too difficult for someone like me to do much about sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I have the resources I need to develop a school strategy on teaching climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I worry about parent or guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I attend to students' concern about the future of our environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I encourage teachers to empower students to take action on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I encourage students to empower each other to take action on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I encourage teachers to teach about climate change across different subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) I took actions to improve this school's sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I developed or implemented a climate action plan for the school (e.g. installing solar panels on the roof, reducing emissions).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I supported teachers interested in teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I supported students interested in activities to address climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

49. Approximately how many teachers in this school do the following actions related to climate change?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) Teach students about climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engage in informal discussions with students about climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

50. In your view, to what extent are the following barriers for teaching about climate change in this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers think it is not related to the subject(s) they teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers think students are too young.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers don't know enough about it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers don't have the materials needed to teach the subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers don't believe in it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Our school does not allow it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers think students have already learned about it in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The curriculum is not flexible enough.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The curriculum does not mandate it be taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Assessments do not include it.	<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

51. How concerned are you personally about climate change?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

52. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please mark one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

Occupational Perceptions

53. For how many more years do you want to continue to work as a principal?

Please write a number.

Years

54. 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	To some extent	Quite a bit	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 held 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) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Accommodating students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addressing students' basic health and/or safety needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Being held responsible for students' social and emotional well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Having too much work on professional learning for teachers at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Keeping up with curriculum or programme changes in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Having too much work on diversity and equity issues, concerns, or conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Having to adapt this school's practices due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Keeping up with professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Having inadequate physical infrastructure (e.g. building, grounds, heating/cooling, lighting, sanitary or acoustic systems) in the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

55. 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 this 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

56. 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 satisfied with the terms of my principal <contract/employment> (e.g. benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am satisfied with the support that I receive from the staff in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) I cannot influence decisions that are important for my work.	<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]**



**Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024**

Teacher Questionnaire – Form A

<ISCED 2011 Level 2/3>

Field Trial Version

[International English, UK Spelling]

[National Project Information]

International Consortium

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) 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). [Name of country], along with more than 50 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 your work and opinions 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

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the 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 less than 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]

Thank you very much for your participation!

Background and Qualification

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. What is your gender?

Please mark one choice.

- ₁ Female
- ₂ Male
- ₃ <non-binary/diverse>

2. How old are you?

Please write a number.

Years

3. What type of education did you complete for your first teaching qualification?

A <regular teacher education or training programme> requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy and practice either concurrently or consecutively.

A <fast-track/shorter or specialised teacher education or training programme> refers to pathways into a teaching job that are not <regular teacher education or training programmes> in terms of duration and/or content designed for specific groups (e.g. second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please mark one choice.

- ₁ A <regular teacher education or training programme>
- ₂ A <fast-track/shorter or specialised teacher education or training programme>
- ₃ <Education or training> in another pedagogical profession
- ₄ Subject-specific <education or training> only
- ₅ I have another formal qualification not listed above. Please specify
-
- ₆ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. → Please go to Question [7].

4. In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please write in a year.

5. How strongly do you agree or disagree with the following statements about your first teaching qualification?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) It provided me with a strong understanding of the subject(s) I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It provided me with tools to manage the classroom successfully.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It prepared me well for my first teaching assignment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It included enough time for classroom observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) It had a good balance between theoretical and practical aspects of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) It provided me with enough practical opportunities to teach in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Overall, its quality was high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

6. To what extent did your formal <education and training> make you feel prepared for each of the following aspects of your teaching this year?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Content of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogy of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) General pedagogy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Classroom practice in some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Supporting students' social and emotional development ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Engaging students with climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Current Work

7. What is your current employment status as a teacher at this school?

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

Professional Learning

NOTE: The terminology in this section is subject to a FT experiment not included here. The alternative version will be aligned to the 2018 terminology, i.e. all occurrences of "professional learning" in one form will be displayed as "professional development" in another.

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

Please only consider professional learning you have undertaken after your initial <education or training>.

8. When you began work at this school, 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.

They are either organised as 'formal induction programmes' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

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 did not answer 'Yes' to either a) or b) → Please go to Question [10].

9. When you began work at this school, were the following provisions part of your induction?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Courses/seminars attended in person | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Online activities (e.g. virtual communities) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Planned meetings with principal and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Supervision by principal and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Networking/collaboration with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Team teaching with 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) Observing teachers at this school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

10. 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.

It does not include mentoring of student teachers doing teaching practice at this 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 |

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

Please mark one choice in each row.

- | | Yes, in-person | Yes, virtual or online | Yes, in person <u>and</u> virtual/online | No |
|---|---------------------------------------|---------------------------------------|--|---------------------------------------|
| a) Courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Education conferences where teachers and/or researchers present their research or discuss educational issues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Formal qualification programme (e.g. a degree programme) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Visits to other schools to inform my teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Visits to business premises, public organisations, or non-governmental organisations related to my teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) Reflections on lesson observations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Coaching as part of a formal school arrangement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| h) Formal or informal teacher networks for the purpose of professional learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| i) Self-initiated learning activities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| j) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

If you answered 'No' to all of the above → Please go to Question [14].

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

<'Students with special education needs' are those for whom a special education 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.>

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

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) The pedagogy of the subject matter(s) I teach	<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) Pedagogical skills for incorporating <digital resources and tools> into teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Technical skills for the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Teacher-parent/guardian co-operation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Knowledge and understanding of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

13. Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

14. Which of the following characteristics of professional learning are the most important for you?

Please mark the three most important characteristics for you.

- a) Builds on my prior knowledge ₁
 - b) Adapts to my personal development needs ₁
 - c) Provides a coherent structure ₁
 - d) Focuses on content needed to teach my subject ₁
 - e) Provides opportunities for my active learning ₁
 - f) Provides opportunities for my collaborative learning ₁
 - g) Provides opportunities to practise/apply new ideas and knowledge in my own classroom ₁
 - h) Provides opportunities for reflection about my teaching ₁
 - i) Provides follow-up activities ₁
 - j) Addresses my school's needs ₁
 - k) Involves most colleagues from this school ₁
 - l) Takes place over an extended period of time (e.g. several weeks or longer) ₁
 - m) Other, please specify ₁
-

15. For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

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) The pedagogy of the subject matter(s) I teach	<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) Pedagogical skills for incorporating <digital resources and tools> into teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Technical skills for the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Analysis and use of student assessments.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teacher-parent/guardian co-operation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Knowledge and understanding of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional learning is too expensive.	<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 learning 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 due to other commitments or responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional learning 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 professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Professional learning is not accessible due to distance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Professional learning is not accessible due to inadequate digital resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching in General

17. 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 students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for 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) Vary instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Support student learning through the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Help every student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Reduce achievement gaps among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Support students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) 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) 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) Ensure that students with and without a migrant background work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Raise awareness for cultural differences amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Reduce ethnic stereotyping amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Ensure that students with different cultural or ethnic backgrounds work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

19. Teachers can be from diverse backgrounds. In which language(s) do you regularly read, write or communicate?

Please mark as many choices as appropriate.

- ₁ <Language A>
- ₁ <Language B>
- ₁ <Language C>
- ₁ <Language D>
- ₁ <...>
- ₁ Other, please specify

20. How strongly do you agree or disagree with the following statements about intelligence and learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students have a certain amount of intelligence and no one can really do much to change it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students' intelligence is something about them that they can't change very much.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students can learn new things, but they can't really change their basic intelligence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

21. In your work as a teacher, to what extent can you do the following practices?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with special education needs in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Get parents/guardians involved in school activities of their children with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Collaborate with other professionals (e.g. specialist teachers, speech pathologists) in designing educational plans for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Design learning tasks to accommodate students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Adapt <state, province, regional>-wide assessment so that all students with special education needs can be assessed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. On average, how often do you perform the following activities in this school?

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) Communicate with parents or guardians about a student's behaviour	<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) Communicate with parents or guardians about a student's 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
c) Collaborate with parents or guardians to enrich students' learning activities in general	<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) Collaborate with members of the local community to support student learning (e.g. by providing resources or expertise)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

23. In this school, who uses the following types of information to provide feedback to you?

'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.

'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 management team>	Other colleagues within the school (not a part of the <school management team>)	I have never received this feedback in this school.
a) Observation of my classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessment of my content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) External results of students I teach (e.g. national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessment of my work (e.g. presentation of a portfolio assessment, analysis of my teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

If you answered 'I have never received this feedback in this school' to all of the above → Please go to Question [25].

24. Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your teaching?

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of my field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Pedagogical competencies in teaching my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Methods for teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Methods for teaching with <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Methods for engaging students with sustainability concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

25. How strongly do you agree or disagree with the following statements about your teaching?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I feel confident in my ability to provide instruction on social and emotional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am comfortable providing instruction on social and emotional skills to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Taking care of students' social and emotional needs comes naturally to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) <Informal lessons> in social and emotional learning are part of my regular teaching practice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

26. Thinking about your professional practice as a teacher, to what extent can you do the following things?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Identify how the school culture (e.g. values, norms, and practices) differs from students' home culture	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Implement strategies to minimise the effects of the mismatch between students' home culture and the school culture	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Develop a sense of belonging among students from diverse backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Use students' cultural background to help make learning meaningful	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Identify how students' communication at home differs from the school norms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Design a classroom environment using displays that reflect a variety of cultures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Revise instructional material to include a better representation of cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use examples that are familiar to students from diverse cultural backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use the interests of students to make learning meaningful for them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. To what extent can you do the following tasks with <digital resources and tools>?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Identify <digital resources and tools> to support the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use <digital resources and tools> to present concepts in a different way to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Choose <digital resources and tools> that enhance students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Adapt the use of <digital resources and tools> to different teaching activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Explain to students the potential risks of using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Communicate with other teachers and/or parents using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solve my own technology problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Learn to use technology that is new to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28. Thinking about the use of <digital resources and tools> for student learning, 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) <Digital resources and tools> help students develop greater interest in learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) <Digital resources and tools> help students develop skills to plan and monitor their work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) <Digital resources and tools> impede students' concept formation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) <Digital resources and tools> help improve students' academic performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) <Digital resources and tools> distract students from learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) <Digital resources and tools> limit the amount of personal communication among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Frequent use of <digital resources and tools> negatively impacts students' well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) <Digital resources and tools> help students feel a sense of belonging at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The use of <digital resources and tools> results in students submitting Internet content as their own work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) <Digital resources and tools> help students collaborate on tasks efficiently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Education and Sustainability

The following section includes questions related to sustainability, with an emphasis on climate change.

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

29. To what extent can you do the following activities related to sustainability?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work with other teachers at this school to improve teaching about sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Work with experts (e.g. scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about sustainability challenges	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Display visual signs of information about international issues (e.g., poverty, food insecurity, human rights, climate change)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empower students to adopt pro-environmental behaviours (e.g. reduced consumption, ethical consumption, reusing, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Empower students to participate in activities in favour of environmental protection (e.g. writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Help students identify misconceptions and disinformation about sustainability issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Attend to students' concern about the future of our environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Help students assess how their behaviours impact the environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Help students translate their knowledge on climate change into actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. Thinking about climate change, 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 confident answering students' questions about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to answer students' questions about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I worry about parent/guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I would feel uncomfortable if I was required to teach about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My <school management team> encourages us to empower students to take action on climate change. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) My <school management team> encourages us to teach about climate change across different subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. On average, which of the following statements best describe your teaching about climate change, its causes and impacts on our environment, economy and society?

Please mark one choice.

- ₁ I don't teach about climate change in my classes.
- ₂ I mention climate change in my classes.
- ₃ I teach 1-2 lessons on climate change.
- ₄ I teach a module/unit (at least 3-4 lessons) on climate change.
- ₅ I teach a special class dedicated to climate change.
- ₆ Other, please specify

If you did not answer 'I don't teach about climate change in my classes' → Please go to Question [33].

32. Are the following reasons why you don't teach about climate change?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) It's not related to the subject(s) I teach. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Students are too young. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I don't know enough about it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) I don't have the materials needed to teach the subject. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) I don't believe in climate change. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) My <school management team> does not allow it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Students have already learned about it in school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) The curriculum is not flexible enough. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) The curriculum does not mandate it be taught. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Assessments do not include climate change. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
-

33. To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy and society?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

34. How concerned are you personally about climate change?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

35. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please mark one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

School Climate

36. 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 behaviour consistently 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 lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers initiate and lead collaborative activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teachers volunteer to participate in school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

37. Thinking about the principal 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) 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 or guardians.	<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 teachers' performance is monitored effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The principal provides useful feedback to teachers and staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

38. To what extent do the following statements apply to this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the 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) Students have a desire to do well in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students harass their peers who excel in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

39. Thinking about the general climate 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) Teachers can rely on the <school management team> for professional support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) 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
c) Even in difficult situations, teachers can depend upon each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers intimidate or bully each other (or use other forms of verbal abuse).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students have to be closely supervised for misbehaviour.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students can be counted on to do their school work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students can be counted on to do their homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40. How strongly do you agree or disagree with the following statements about student bullying at this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students at this school try to stop bullying when they see it happening.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers at this school make it clear to students that bullying is not tolerated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers at this school will do something to help students who are bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) At this school, students tell teachers when other students are being bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are adults at this school students could turn to if they had a personal problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The teachers at this school are genuinely concerned about the students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Bullying among students is a problem at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41. How strongly do you agree or disagree with the following statements about student harassment at this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students at this school get teased about their clothing or physical appearance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students at this school get put down because of their ethnicity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students at this school get teased about their gender expression and sexuality (e.g. comments about students not acting "masculine" or "feminine" enough, homophobic or transphobic remarks).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There are adults at this school that students belonging to <ethnic/national minorities or Indigenous communities> could turn to if they were discriminated against.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are adults at this school students could turn to if they were discriminated against based on gender expressions and sexuality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. How strongly do you agree or disagree with the following statements about changes in this school, regardless of whether these were initiated by the school or externally?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Too many change initiatives are introduced at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am tired of all the changes in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) We are asked to change too many things in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It feels like we are always being asking to change something around here.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I would like to see a period of stability before we change anything else in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I am asked to implement change initiatives without the necessary resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Most of the programmes that are supposed to solve problems in this school will be effective.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Attempts to make things better in this school will produce good results.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The people who are responsible for making improvements in this school are knowledgeable about what they are doing.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Plans for future improvement in this school will produce good results.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) The people who are responsible for solving problems in this school have the skills that are needed to do their jobs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Occupational Perceptions

43. How important are the following factors for you as a teacher?

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching suits my abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I like teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching is a secure job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Working hours fit with my family responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching has commitment flexibility (travel, part-time, family commitments).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching allows me to influence the next generation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching allows me to work against social disadvantage.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teaching makes a worthwhile social contribution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I like working with children/adolescents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The subject/s that I teach interest me deeply. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching allows me to exercise autonomy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. How likely are each of the following factors to cause you to leave teaching in the next five years?

Please mark one choice in each row.

	Not at all likely	Not very likely	Likely	Very likely
a) A promotion to a non-teaching position within education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A job outside of education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Further education or training	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Personal or family reasons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Retirement age	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

45. 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	To some extent	Quite a bit	A lot
a) Having too much lesson preparation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Having too many lessons to teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Having too much marking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) Having extra duties due to absent teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Being held responsible for students' achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Maintaining classroom discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Modifying lessons for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Being held responsible for students' social and emotional well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Keeping up with curriculum or programme changes in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Having too much work on diversity and equity issues, concerns, or conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Having to adapt my work due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Keeping up with professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Having inadequate physical infrastructure (e.g. building, grounds, heating/cooling, lighting, sanitary or acoustic systems) in the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. 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 satisfied with the terms of my teaching <contract/employment> (e.g. benefits, work schedule).	<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
e) Teachers are valued by the media in this <country/region>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers are valued by students in this <country/region>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers are valued by parents/guardians in this <country/region>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teachers are valued by families in this <country/region>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. How strongly do you agree or disagree with these statements about your experiences as a teacher?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I generally enjoy teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am dedicated to my subject(s) because I enjoy them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I often feel happy while I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I generally teach with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The interesting challenges of teaching give me satisfaction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

48. Thinking about education at <ISCED 2011 Level x> as a whole, is there anything else you would like to report, express or recommend?

Teacher Mobility

49. Have you ever been abroad for professional purposes in your career as a teacher or during your teacher <education or training>?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) As a student, as part of my teacher <education or training> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) As a teacher in an EU programme (e.g. Erasmus+ programme/Comenius) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) As a teacher in a regional or national programme | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) As a teacher, as arranged by a school or school district | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) As a teacher, by my own initiative | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to all of the above → Please go to [the end of the Questionnaire].

50. Were the following activities professional purposes of your visits abroad?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Studying, as part of my teacher education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Language learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Learning of other subject areas | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Accompanying visiting students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Establishing contact with schools abroad | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

51. In total, how long have you stayed abroad for professional purposes?

Please mark one choice.

- ₁ Less than one month
- ₁ One to two months
- ₂ Three to twelve months
- ₃ More than a year

This is the end of the questionnaire.

Thank you very much for your participation!

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



Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire – Form B

<ISCED 2011 Level 2/3>

Field Trial Version

[International English, UK Spelling]

[National Project Information]

International Consortium

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) 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). [Name of country], along with more than 50 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 your work and opinions 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

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the 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 less than 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]

Thank you very much for your participation!

Background and Qualification

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. What is your gender?

Please mark one choice.

- ₁ Female
- ₂ Male
- ₃ <non-binary/diverse>

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. What type of education did you complete for your first teaching qualification?

A <regular teacher education or training programme> requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy and practice either concurrently or consecutively.

A <fast-track/shorter or specialised teacher education or training programme> refers to pathways into a teaching job that are not <regular teacher education or training programmes> in terms of duration and/or content designed for specific groups (e.g. second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please mark one choice.

- ₁ A <regular teacher education or training programme>
 - ₂ A <fast-track/shorter or specialised teacher education or training programme>
 - ₃ <Education or training> in another pedagogical profession
 - ₄ Subject-specific <education or training> only
 - ₅ I have another formal qualification not listed above. Please specify
-
- ₆ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. → **Please go to Question [8].**

5. In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please write in a year.

--	--	--	--

6. How strongly do you agree or disagree with the following statements about your first teaching qualification?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) It provided me with a strong understanding of the subject(s) I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It provided me with tools to manage the classroom successfully.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It prepared me well for my first teaching assignment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It included enough time for classroom observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) It had a good balance between theoretical and practical aspects of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) It provided me with enough practical opportunities to teach in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Overall, its quality was high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. To what extent did your formal <education and training> make you feel prepared for each of the following aspects of your teaching this year?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Content of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogy of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) General pedagogy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Classroom practice in some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Supporting students' social and emotional development ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Engaging students with climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

8. 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

Professional Learning

NOTE: The terminology in this section is subject to a FT experiment not included here. The alternative version will be aligned to the 2018 terminology, i.e. all occurrences of "professional learning" in one form will be displayed as "professional development" in another.

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

Please only consider professional learning you have undertaken after your initial <education or training>.

9. To what extent are the following characteristics of professional learning important for you?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Builds on my prior knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Adapts to my personal development needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provides a coherent structure	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Focuses on content needed to teach my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Provides opportunities for my active learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Provides opportunities for my collaborative learning ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Provides opportunities to practise/apply new ideas and knowledge in my own classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Provides opportunities for reflection about my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Provides follow-up activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addresses my school's needs.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Involves most colleagues from this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Takes place over an extended period of time (e.g. several weeks or longer)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching in General

On average, how often do you do the following in this school?

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) Observe other teachers' classes and provide feedback	<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) 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
d) 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
e) Engage in 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
f) Work with other teachers in this 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
g) 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
h) 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

11. 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 students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for 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) Vary instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Support student learning through the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Help every student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Reduce achievement gaps among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Support students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Confidently teach in a multicultural classroom.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) 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) Ensure that students with and without a migrant background work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Raise awareness for cultural differences amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Reduce ethnic stereotyping amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Ensure that students with different cultural or ethnic backgrounds work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

13. Teachers can be from diverse backgrounds. In which language(s) do you regularly read, write or communicate?

Please mark as many choices as appropriate.

- ₁ <Language A>
- ₁ <Language B>
- ₁ <Language C>
- ₁ <Language D>
- ₁ <...>
- ₁ Other, please specify

14. How strongly do you agree or disagree with the following statements about intelligence and learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Everyone has certain amount of intelligence and no one can really do much to change it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) People’s intelligence is something about them that they can’t change very much.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Someone can learn new things, but they can’t really change their basic intelligence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

15. In your work as a teacher, to what extent can you do the following practices?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with special education needs in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Get parents/guardians involved in school activities of their children with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Collaborate with other professionals (e.g. specialist teachers, speech pathologists) in designing educational plans for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Design learning tasks to accommodate students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Adapt <state, province, regional>-wide assessment so that all students with special education needs can be assessed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. On average, how often do you perform the following activities in this school?

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) Communicate with parents or guardians about a student's behaviour	<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) Communicate with parents or guardians about a student's 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
c) Collaborate with parents or guardians to enrich students' learning activities in general	<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) Collaborate with members of the local community to support student learning (e.g. by providing resources or expertise)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

17. In this school, who uses the following types of information to provide feedback to you?

'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.

'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 management team>	Other colleagues within the school (not a part of the <school management team>)	I have never received this feedback in this school.
a) Observation of my classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessment of my content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) External results of students I teach (e.g. national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessment of my work (e.g. presentation of a portfolio assessment, analysis of my teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

If you answered 'I have never received this feedback in this school' to all of the above → Please go to Question [19].

18. Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your teaching?

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of my field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Pedagogical competencies in teaching my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Methods for teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Methods for teaching with <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Methods for engaging students with sustainability concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

19. How strongly do you agree or disagree with the following statements about your teaching?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I feel confident in my ability to provide instruction on social and emotional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am comfortable providing instruction on social and emotional skills to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Taking care of students' social and emotional needs comes naturally to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) <Informal lessons> in social and emotional learning are part of my regular teaching practice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

20. Thinking about your professional practice as a teacher, to what extent can you do the following things?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Identify how the school culture (e.g. values, norms, and practices) differs from students' home culture	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Implement strategies to minimise the effects of the mismatch between students' home culture and the school culture	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Develop a sense of belonging among students from diverse backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Use students' cultural background to help make learning meaningful	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Identify how students' communication at home differs from the school norms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Design a classroom environment using displays that reflect a variety of cultures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Revise instructional material to include a better representation of cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use examples that are familiar to students from diverse cultural backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use the interests of students to make learning meaningful for them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

21. To what extent can you do the following tasks with <digital resources and tools>?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Identify <digital resources and tools> to support the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use <digital resources and tools> to present concepts in a different way to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Choose <digital resources and tools> that enhance students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Adapt the use of <digital resources and tools> to different teaching activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Explain to students the potential risks of using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Communicate with other teachers and/or parents using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Solve my own technology problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Learn to use technology that is new to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. Thinking about the use of <digital resources and tools> for student learning, 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) <Digital resources and tools> help students develop greater interest in learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) <Digital resources and tools> help students develop skills to plan and monitor their work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) <Digital resources and tools> impede students' concept formation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) <Digital resources and tools> help improve students' academic performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) <Digital resources and tools> distract students from learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) <Digital resources and tools> limit the amount of personal communication among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Frequent use of <digital resources and tools> negatively impacts students' well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) <Digital resources and tools> help students feel a sense of belonging at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The use of <digital resources and tools> results in students submitting Internet content as their own work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) <Digital resources and tools> help students collaborate on tasks efficiently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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> 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> 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>.

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

Please write a number.

Students

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

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.

<'Students with special education needs' are those for whom a special education 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 of life, such as adequate housing, nutrition or medical care.>

<'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.>

'Sexual and gender minorities' refers to lesbian, gay, bisexual, transsexual, queer or intersexual individuals.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) Students whose <u>first language</u> 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Academically gifted 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	<input type="checkbox"/> ₇
e) Students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Students with behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
g) Students from <u><socio-economically disadvantaged homes></u>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) Students belonging to <u><ethnic/national minorities or Indigenous communities></u>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Male 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	<input type="checkbox"/> ₇
j) Students that identify themselves as sexual or gender minorities (e.g. lesbian, gay, transgender, bisexual)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
k) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
l) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

25. 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, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature
- ₂ Mathematics
Includes mathematics, mathematics with statistics, geometry, algebra, etc.
- ₃ Science
Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry
- ₄ 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
- ₅ Modern foreign languages
Includes languages different from the language of instruction
- ₆ Ancient Greek and/or Latin
- ₇ Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- ₈ Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- ₉ Physical education
Includes physical education, gymnastics, dance, health
- ₁₀ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ₁₁ 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
- ₁₂ Other

26. Was this primary subject category of the <target class> included in your formal <education or training>?

Please mark one choice.

- ₁ Yes
- ₂ Somewhat
- ₃ No

27. 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**

28. What is the mode of lessons in this <target class>?

Please mark one choice in each row.

- | | Never | Sometimes | Always |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) All students participate in person. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) All students participate online. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) Some students join lessons in person while others join online. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| d) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
-

29. 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	Occasionally	Frequently	Always
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 a lesson or a unit.	<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 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
f) 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
g) 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
h) I ask 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
i) I tell students to follow classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) 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
k) I calm students who are disruptive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) When the lesson begins, I tell students to quieten down quickly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) 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
o) I give students opportunities to explain their ideas. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) I encourage students to question and critique arguments made by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. Thinking about your lessons in the <target class>, how often do you perform the following tasks?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Use <digital resources and tools> to present information through direct class instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Replace printed materials with digital versions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provide digital feedback on student work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Download lesson plans from the Internet for direct use in class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Modify an existing lesson plan that uses <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use <digital resources and tools> to enable collaboration with other classrooms, schools, or experts outside of this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Use <digital resources and tools> to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Support collaboration among students using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use <digital resources and tools> that provide personalised learning paths for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use <digital resources and tools> to assess student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide <digital resources and tools> that allow students to plan and monitor their own learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Give students problems that can only be solved by using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. 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	Occasionally	Frequently	Always
a) I administer an assessment at the end of a unit or block of lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give a <mark, e.g. numeric score, letter grade, smiley face> to communicate to students how they performed in relation to their classmates.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I provide oral or written feedback to indicate areas for improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I ask students to assess 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 use assessments to check whether students have learned the material presented.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. To what extent do these situations happen in the **<target class>?**

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Many students don't listen to what I say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is much disruptive noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I have to wait a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Many students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I lose quite a lot of time because students interrupt the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. Thinking about your teaching in the <target class>, how often do you perform the following actions?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I consider students' prior knowledge and needs when planning a lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I adapt my lesson objectives to students' needs and prior knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I point students to different materials for learning depending on their needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I change my way of explaining when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I adapt my teaching methods to students' needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I ask questions at various difficulty levels to check students' understanding of the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

34. Thinking about your teaching in the <target class>, how often do you perform the following actions?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I give students opportunities for supervised practice of procedures or skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give students opportunities for independent practice of procedures or skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I let students review multiple examples to practice the steps involved in a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I select tasks for student practice that gradually increase in difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I prepare students for difficulties that can occur while practicing a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I let students practise similar tasks until I know that every student has understood the subject matter. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

35. How much autonomy do you have over the following aspects of planning and teaching in the <target class>?

Please mark one choice in each row.

	No autonomy	Limited autonomy	Substantial autonomy	Full autonomy
a) Deciding on the content in the curriculum that I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Implementing the curriculum in a flexible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Selecting teaching methods and strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Choosing assessment activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Selecting learning objectives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Designing and preparing lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Choosing <digital resources and tools>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Teaching is a complex activity and every lesson varies. On average, to what extent have the lessons you taught over the past week in the <target class> achieved the following aims?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Presenting the content in a comprehensible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engaging students in work that challenges them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Providing students with feedback to support their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Offering students opportunities to practice what they learned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Adapting teaching to meet the different needs of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Helping students to manage their own emotions, thoughts, and behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Managing student behaviour in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Lack of natural light	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Inability to control lighting levels	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Frequent noise disturbance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Bad acoustics (hard to hear)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Inability to control the heating system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Poor air quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Inability to adjust the air cooling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Lack of access to natural elements (e.g. trees, plants, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Social and Emotional Learning in the <Target Class>

38. In your practice in the <target class>, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Be aware of my students' feelings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Show warmth to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Care about the problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Be empathetic towards my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Care about the social and emotional problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

39. Thinking about your teaching in the <target class>, how often do you focus on developing the following student skills?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Understanding their own emotions, thoughts, or behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Managing their own emotions, thoughts, or behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Understanding the perspectives of others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empathising with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Establishing and maintaining healthy relationships with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Making caring and constructive choices about their personal actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

The next questions present hypothetical scenarios that you could encounter in your <target class>. Each scenario is followed by three possible responses. Consider each possible response in terms of how probable it is that you would respond in this way, given the circumstances described in the scenario. Each possible response should be considered independently. There are no correct or incorrect answers.

NOTE: The gender of students in these questions are subject to a FT experiment in the online version of the questionnaire.

40. While in the common area you observe [a female/male student] who is visibly upset. You approach [her/him] to ask what is wrong. [She/He] tells you that no one wants to be with [her/him]. You do not know [her/him] and have never taught [her/him] before.

What would you do?

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do
a) Ask [her/him] to tell you more about what has happened	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Introduce [her/him] to others in the common area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Guide [her/him] to their class teacher for support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41. You have a good rapport with all students in the <target class>, except for a [female/male student]. [She/He] often ignores you and provides one-word answers. However, when seeing [her/him] interact with one of your colleagues, you notice that [she/he] does not display the same behaviours with your colleague as [she/he] does with you.

What would you do?

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do
a) Monitor [her/his] behaviour over the next 2 weeks to see if it improves	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Arrange a meeting with your colleague in order to talk about the strategies they have used to encourage more positive behaviour from [her/him]	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Have a private discussion with [her/him] after your next lesson to investigate reasons for [her/his] limited engagement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other, please specify.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. As you arrive at the <target class> you notice an argument beginning to develop between two [female/male students] as they wait in the corridor. Before you get a chance to speak to them, you see one [student] push the other.

What would you do?

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do
a) Get your class started on the first activity before attending to the two [students]	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Meet with the two [students] in the corridor to talk about a resolution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Send a student from your class to get another teacher for support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

43. 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 behaviour consistently 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 lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers initiate and lead collaborative activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teachers volunteer to participate in school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. 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) 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 needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

45. Thinking about the principal 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) 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 or guardians.	<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 teachers' performance is monitored effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The principal provides useful feedback to teachers and staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. To what extent do the following statements apply to this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the 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) Students have a desire to do well in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students harass their peers who excel in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. Thinking about the general climate 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) Teachers can rely on the <school management team> for professional support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) 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
c) Even in difficult situations, teachers can depend upon each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers intimidate or bully each other (or use other forms of verbal abuse).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students have to be closely supervised for misbehaviour.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students can be counted on to do their school work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students can be counted on to do their homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

48. How strongly do you agree or disagree with the following statements about student bullying at this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students at this school try to stop bullying when they see it happening.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers at this school make it clear to students that bullying is not tolerated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers at this school will do something to help students who are bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) At this school, students tell teachers when other students are being bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are adults at this school students could turn to if they had a personal problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The teachers at this school are genuinely concerned about the students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Bullying among students is a problem at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

49. How strongly do you agree or disagree with the following statements about student harassment at this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students at this school get teased about their clothing or physical appearance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students at this school get put down because of their ethnicity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students at this school get teased about their gender expression and sexuality (e.g. comments about students not acting "masculine" or "feminine" enough, homophobic or transphobic remarks).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There are adults at this school that students belonging to <ethnic/national minorities or Indigenous communities> could turn to if they were discriminated against.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are adults at this school students could turn to if they were discriminated against based on gender expressions and sexuality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

50. How strongly do you agree or disagree with the following statements about changes in this school, regardless of whether these were initiated by the school or externally?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Too many change initiatives are introduced at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am tired of all the changes in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) We are asked to change too many things in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It feels like we are always being asking to change something around here.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I would like to see a period of stability before we change anything else in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I am asked to implement change initiatives without the necessary resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Most of the programmes that are supposed to solve problems in this school will be effective.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Attempts to make things better in this school will produce good results.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The people who are responsible for making improvements in this school are knowledgeable about what they are doing.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Plans for future improvement in this school will produce good results.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) The people who are responsible for solving problems in this school have the skills that are needed to do their jobs.	<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]



Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire – Form C

<ISCED 2011 Level 2/3>

Field Trial Version

[International English, UK Spelling]

[National Project Information]

International Consortium

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) 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). [Name of country], along with more than 50 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 your work and opinions 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

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the 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 less than 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]

Thank you very much for your participation!

Background and Qualification

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. What is your gender?

Please mark one choice.

- ₁ Female
- ₂ Male
- ₃ <non-binary/diverse>

2. How old are you?

Please write a number.

Years

Current Work

3. 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

4. Do you currently work as a teacher of **<ISCED 2011 level x> at another school?**

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question [6].**

5. If 'Yes' in the previous question, please indicate at how many other schools you currently work as a **<ISCED 2011 level x> teacher.**

Please write a number.

School(s)

6. What is your current employment status as a teacher at this school?

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

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

Do not include any extended periods of leave such as parental leave.

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

Please round up to whole years, e.g. if this is your first year teaching, enter "1".

- 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, not as a teacher (e.g. as a university lecturer, nurse)
- d) Year(s) working in other non-education roles

8. 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, participating in professional learning and other work tasks. Also include tasks that took place during evenings, weekends or other out of class 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

9. 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 learning, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

10. Approximately how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week, in your job at this school?

Include tasks that took place during weekends, evenings or other out of class hours. Exclude all time spent teaching, as this was recorded in the previous question.

Rough 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) Hours Individual planning or preparation of lessons either at school or out of school
- b) Hours Team work and dialogue with colleagues within this school
- c) Hours Marking/correcting of student work
- d) Hours Counselling students (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance)
- e) Hours Participation in school management
- f) Hours General administrative work (including communication, paperwork and other clerical duties)
- g) Hours Professional learning activities
- h) Hours Communication and co-operation with parents or guardians
- i) Hours Engaging in extracurricular activities (e.g. sports and cultural activities after school)
- j) Hours Other work tasks

Professional Learning

NOTE: The terminology in this section is subject to a FT experiment not included here. The alternative version will be aligned to the 2018 terminology, i.e. all occurrences of "professional learning" in one form will be displayed as "professional development" in another.

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

Please only consider professional learning you have undertaken after your initial <education or training>.

11. When you began work at this school, 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.

They are either organised as 'formal induction programmes' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

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 did not answer 'Yes' to either a) or b) → Please go to Question [13].

12. When you began work at this school, were the following provisions part of your induction?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Courses/seminars attended in person | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Online activities (e.g. virtual communities) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Planned meetings with principal and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Supervision by principal and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Networking/collaboration with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Team teaching with 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) Observing teachers at this school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Please mark one choice in each row.

	Yes, in-person	Yes, virtual or online	Yes, in person <u>and</u> virtual/online	No
a) Courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Education conferences where teachers and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Visits to other schools to inform my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Visits to business premises, public organisations, or non-governmental organisations related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Reflections on lesson observations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Coaching as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Formal or informal teacher networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Self-initiated learning activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If you answered 'No' to all of the above → Please go to Question **[16].**

14. Were any of the topics listed below included in your professional learning activities during the last 12 months?

<'Students with special education needs' are those for whom a special education 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.>

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

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) The pedagogy of the subject matter(s) I teach	<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) Pedagogical skills for incorporating <digital resources and tools> into teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Technical skills for the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Teacher-parent/guardian co-operation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Knowledge and understanding of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

15. Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

16. Which of the following characteristics of professional learning are the most important for you?

Please mark the three most important characteristics for you.

- a) Provides opportunities to practise/apply new ideas and knowledge in my own classroom ₁
 - b) Provides opportunities for reflection about my teaching ₁
 - c) Provides follow-up activities ₁
 - d) Addresses my school's needs..... ₁
 - e) Involves most colleagues from this school ₁
 - f) Takes place over an extended period of time (e.g. several weeks or longer) ₁
 - g) Builds on my prior knowledge ₁
 - h) Adapts to my personal development needs ₁
 - i) Provides a coherent structure ₁
 - j) Focuses on content needed to teach my subject ₁
 - k) Provides opportunities for my active learning ₁
 - l) Provides opportunities for my collaborative learning ₁
 - m) Other, please specify ₁
-

17. For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

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) The pedagogy of the subject matter(s) I teach	<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) Pedagogical skills for incorporating <digital resources and tools> into teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Technical skills for the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Analysis and use of student assessments.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teacher-parent/guardian co-operation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Knowledge and understanding of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

18. How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional learning is too expensive.	<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 learning 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 due to other commitments or responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional learning 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 professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Professional learning is not accessible due to distance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Professional learning is not accessible due to inadequate digital resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Education and Sustainability

The following section includes questions related to sustainability, with an emphasis on climate change.

'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

19. To what extent can you do the following activities related to sustainability?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work with other teachers at this school to improve teaching about sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Work with experts (e.g. scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about sustainability challenges	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Display visual signs of information about international issues (e.g., poverty, food insecurity, human rights, climate change)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empower students to adopt pro-environmental behaviours (e.g. reduced consumption, ethical consumption, reusing, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Empower students to participate in activities in favour of environmental protection (e.g. writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Help students identify misconceptions and disinformation about sustainability issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Attend to students' concern about the future of our environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Help students assess how their behaviours impact the environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Help students translate their knowledge on climate change into actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

20. Thinking about climate change, 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 confident answering students' questions about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to answer students' questions about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I worry about parent/guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I would feel uncomfortable if I was required to teach about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My <school management team> encourages us to empower students to take action on climate change. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) My <school management team> encourages us to teach about climate change across different subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

21. On average, which of the following statements best describe your teaching about climate change, its causes and impacts on our environment, economy and society?

Please mark one choice.

- ₁ I don't teach about climate change in my classes.
- ₂ I mention climate change in my classes.
- ₃ I teach 1-2 lessons on climate change.
- ₄ I teach a module/unit (at least 3-4 lessons) on climate change.
- ₅ I teach a special class dedicated to climate change.
- ₆ Other, please specify

If you did not answer 'I don't teach about climate change in my classes' → Please go to Question [23].

22. Are the following reasons why you don't teach about climate change?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) It's not related to the subject(s) I teach. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Students are too young. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I don't know enough about it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) I don't have the materials needed to teach the subject. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) I don't believe in climate change. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) My <school management team> does not allow it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Students have already learned about it in school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) The curriculum is not flexible enough. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) The curriculum does not mandate it be taught. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Assessments do not include climate change. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
-

23. To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy and society?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

24. How concerned are you personally about climate change?

Please mark one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

25. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please mark one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

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> 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> 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>.

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

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.

<'Students with special education needs' are those for whom a special education 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 of life, such as adequate housing, nutrition or medical care.>

<'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.>

'Sexual and gender minorities' refers to lesbian, gay, bisexual, transsexual, queer or intersexual individuals.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) Students whose <u>first language</u> 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Academically gifted 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	<input type="checkbox"/> ₇
e) Students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Students with behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
g) Students from <u><socio-economically disadvantaged homes></u>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) Students belonging to <u><ethnic/national minorities or Indigenous communities></u>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Male 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	<input type="checkbox"/> ₇
j) Students that identify themselves as sexual or gender minorities (e.g. lesbian, gay, transgender, bisexual)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
k) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
l) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

27. Was this primary subject category of the <target class> included in your formal <education or training>?

Please mark one choice.

- ₁ Yes
- ₂ Somewhat
- ₃ No

28. What is the mode of lessons in this <target class>?

Please mark one choice in each row.

	Never	Sometimes	Always
a) All students participate in person.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) All students participate online.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Some students join lessons in person while others join online.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

29. 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	Occasionally	Frequently	Always
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 a lesson or a unit.	<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 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
f) 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
g) 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
h) I ask 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
i) I tell students to follow classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) 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
k) I calm students who are disruptive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) When the lesson begins, I tell students to quieten down quickly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) 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
o) I give students opportunities to explain their ideas. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) I encourage students to question and critique arguments made by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. Thinking about your lessons in the <target class>, how often do you perform the following tasks?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Use <digital resources and tools> to present information through direct class instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Replace printed materials with digital versions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provide digital feedback on student work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Download lesson plans from the Internet for direct use in class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Modify an existing lesson plan that uses <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use <digital resources and tools> to enable collaboration with other classrooms, schools, or experts outside of this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Use <digital resources and tools> to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Support collaboration among students using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use <digital resources and tools> that provide personalised learning paths for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use <digital resources and tools> to assess student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide <digital resources and tools> that allow students to plan and monitor their own learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Give students problems that can only be solved by using <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. 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	Frequently	Always
a) I administer an assessment at the end of a unit or block of lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give a <mark, e.g. numeric score, letter grade, smiley face> to communicate to students how they performed in relation to their classmates.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I provide oral or written feedback to indicate areas for improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I ask students to assess 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 use assessments to check whether students have learned the material presented.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. To what extent do these situations happen in the **<target class>?**

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Many students don't listen to what I say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is much disruptive noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I have to wait a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Many students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I lose quite a lot of time because students interrupt the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. Thinking about your teaching in the <target class>, how often do you perform the following actions?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I consider students' prior knowledge and needs when planning a lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I adapt my lesson objectives to students' needs and prior knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I point students to different materials for learning depending on their needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I change my way of explaining when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I adapt my teaching methods to students' needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I ask questions at various difficulty levels to check students' understanding of the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

34. Thinking about your teaching in the <target class>, how often do you perform the following actions?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I give students opportunities for supervised practice of procedures or skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give students opportunities for independent practice of procedures or skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I let students review multiple examples to practice the steps involved in a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I select tasks for student practice that gradually increase in difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I prepare students for difficulties that can occur while practicing a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I let students practise similar tasks until I know that every student has understood the subject matter. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

35. How much autonomy do you have over the following aspects of planning and teaching in the <target class>?

Please mark one choice in each row.

	No autonomy	Limited autonomy	Substantial autonomy	Full autonomy
a) Deciding on the content in the curriculum that I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Implementing the curriculum in a flexible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Selecting teaching methods and strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Choosing assessment activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Selecting learning objectives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Designing and preparing lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Choosing <digital resources and tools>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Teaching is a complex activity and every lesson varies. On average, to what extent have the lessons you taught over the past week in the <target class> achieved the following aims?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Presenting the content in a comprehensible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engaging students in work that challenges them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Providing students with feedback to support their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Offering students opportunities to practice what they learned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Adapting teaching to meet the different needs of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Helping students to manage their own emotions, thoughts, and behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Managing student behaviour in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Lack of natural light	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Inability to control lighting levels	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Frequent noise disturbance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Bad acoustics (hard to hear)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Inability to control the heating system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Poor air quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Inability to adjust the air cooling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Lack of access to natural elements (e.g. trees, plants, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Social and Emotional Learning in the <Target Class>

38. In your practice in the <target class>, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Be aware of my students' feelings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Show warmth to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Care about the problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Be empathetic towards my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Care about the social and emotional problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

39. Thinking about your teaching in the <target class>, how often do you focus on developing the following student skills?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Understanding their own emotions, thoughts, or behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Managing their own emotions, thoughts, or behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Understanding the perspectives of others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empathising with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Establishing and maintaining healthy relationships with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Making caring and constructive choices about their personal actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

The next questions present hypothetical scenarios that you could encounter in your <target class>. Each scenario is followed by three possible responses. Consider each possible response in terms of how probable it is that you would respond in this way, given the circumstances described in the scenario. Each possible response should be considered independently. There are no correct or incorrect answers.

NOTE: The gender of students in these questions are subject to a FT experiment in the online version of the questionnaire.

40. You are teaching the <target class> in a subject you are very familiar with. A [female/male student] is continuously questioning many of the points that you make. [She/He] is a high achiever, and you believe [she/he] is questioning you because [she/he] genuinely wants to learn. The rest of the class are becoming disengaged.

What would you do?

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do
a) Acknowledge [her/his] enthusiasm and tell [her/him] you will meet after the lesson to talk about [her/his] questions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Allow two more minutes to talk about [her/his] ideas and move the lesson on	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Ask [her/him] to stop interrupting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41. In the <target class>, group work is an essential learning strategy for most of your topics. A [female/male student] really dislikes group work and is known for making group work unpleasant for others. As you plan for tomorrow's activity, you are reminded of the complaints you have received from students about [her/him] – that there is conflict when [she/he] doesn't do [her/his] fair share.

What would you do?

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do
a) Identify a role that [she/he] can focus on when working in a group	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Start the class by clarifying expectations and responsibilities of being a fair group member	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Encourage [her/him] by commenting on [her/his] ability to contribute fairly to the group	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. You have just been informed that a new [female/male student], who has been identified with behavioural challenges, will join the <target class> next week. Many students in the <target class> exhibit out-of-control behaviours, and you are concerned that introducing a new student with behavioural challenges will negatively impact the already difficult situation in the composition of your classroom.

What would you do?

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do
a) Review behaviour expectations with your class when discussing the upcoming arrival of a new student.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Wait and assess [her/him] once [she/he] arrives in your class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Invite a colleague in to observe your class and then discuss strategies together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Occupational Perceptions

43. How important are the following factors for you as a teacher?

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching suits my abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I like teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching is a secure job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Working hours fit with my family responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching has commitment flexibility (travel, part-time, family commitments).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching allows me to influence the next generation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching allows me to work against social disadvantage.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teaching makes a worthwhile social contribution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I like working with children/adolescents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The subject/s that I teach interest me deeply. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching allows me to exercise autonomy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. For how many more years do you want to continue to work as a teacher?

Please write a number.

Years

45. How likely are each of the following factors to cause you to leave teaching in the next five years?

Please mark one choice in each row.

	Not at all likely	Not very likely	Likely	Very likely
a) A promotion to a non-teaching position within education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A job outside of education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Further education or training	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Personal or family reasons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Retirement age	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. 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	To some extent	Quite a bit	A lot
a) I experience stress in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) My job leaves me time for my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) My job negatively impacts my mental health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My job negatively impacts my physical health.	<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	To some extent	Quite a bit	A lot
a) Having too much lesson preparation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Having too many lessons to teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Having too much marking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) Having extra duties due to absent teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Being held responsible for students' achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Maintaining classroom discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Modifying lessons for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Being held responsible for students' social and emotional well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Keeping up with curriculum or programme changes in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Having too much work on diversity and equity issues, concerns, or conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Having to adapt my work due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Keeping up with professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Having inadequate physical infrastructure (e.g. building, grounds, heating/cooling, lighting, sanitary or acoustic systems) in the school	<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 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 this 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. 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 satisfied with the terms of my teaching <contract/employment> (e.g. benefits, work schedule).	<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
e) Teachers are valued by the media in this <country/region>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers are valued by students in this <country/region>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers are valued by parents/guardians in this <country/region>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teachers are valued by families in this <country/region>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

50. How strongly do you agree or disagree with these statements about your experiences as a teacher?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I generally enjoy teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am dedicated to my subject(s) because I enjoy them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I often feel happy while I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I generally teach with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The interesting challenges of teaching give me satisfaction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

51. Thinking about education at <ISCED 2011 Level x> as a whole, what is your single most important recommendation to stakeholders or policy makers in this <country/region>?

This is the end of the questionnaire.

Thank you very much for your participation!

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