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

Teacher Questionnaire

[<ISCED 2011 level x> or PISA schools]

Main Survey Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium

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

Australian Council for Educational Research (ACER), Australia

Statistics Canada, Canada

About TALIS 2018

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

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

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 opinion as accurately as possible.

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

Confidentiality

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

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. Are you female or male?

Please mark one choice.

☐₁ Female

☐₂ Male

2. How old are you?

Please write a number.

Years

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

Please mark one choice.

☐₁ Below <ISCED 2011 Level 3>

☐₂ <ISCED 2011 Level 3>

☐₃ <ISCED 2011 Level 4>

☐₄ <ISCED 2011 Level 5>

☐₅ <ISCED 2011 Level 6>

☐₆ <ISCED 2011 Level 7>

☐₇ <ISCED 2011 Level 8>

4. How did you receive your first teaching qualification?

A '<regular concurrent teacher education or training programme>' grants future teachers a single credential for studies in subject-matter content, pedagogy, and other courses in education during the first period of post-secondary education.

A '<regular consecutive teacher education or training programme>' requires future teachers to complete two phases of post-secondary education: university education with the focus on subject-matter and a second phase with the focus on pedagogy and practicum.

Please mark one choice.

- ☐₁ A <regular concurrent teacher education or training programme>
- ☐₂ A <regular consecutive teacher education or training programme>
- ☐₃ A <fast-track or specialised teacher education or training programme>
- ☐₄ <Education or training> in another pedagogical profession
- ☐₅ Subject-specific <education or training> only
- ☐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].**
- ☐₇ Other

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

An approximate year is sufficient.

Please write in a number.

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6. Were the following elements included in your formal <education or training>, and to what extent did you feel prepared for each element in your teaching?

Please mark one choice in both part (A) and part (B) in each row.

	(A) Inclusion in <education or training>		(B) Preparedness			
	Yes	No	Not at all	Some- what	Well	Very well
a) Content of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<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"/> 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"/> 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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a mixed ability setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Use of ICT (information and communication technology) for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Monitoring students' development and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Facilitating students' transitions from <ISCED 2011 level 0> to <ISCED 2011 level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Facilitating play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching offered a steady career path.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching provided a reliable income.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching was a secure job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The teaching schedule (e.g. hours, holidays, part-time positions) fit with responsibilities in my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching allowed me to influence the development of children and young people.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching allowed me to benefit the socially disadvantaged.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching allowed me to provide a contribution to society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Current Work

9. 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

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

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

Please mark one choice in each row.

- | | Full-time
(more than
90% of
full-time
hours) | Part-time
(71-90% of
full-time
hours) | Part-time
(50-70% of
full-time
hours) | Part-time
(less than
50% of
full-time
hours) |
|---|--|--|--|--|
| a) My employment status at this school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) All my teaching employments together | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

11. 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 maternity/paternity leave.

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

Please round up to whole years.

- a) Year(s) working as a 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

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

Please mark one choice.

- ☐₁ Yes
☐₂ No → Please go to Question **[14]**.

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

Please write a number.

School(s)

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

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

Please mark one choice.

- ☐₁ None
☐₂ Some
☐₃ Most
☐₄ All

15. Were the following subject categories included in your formal <education or training>, and do you teach them during the current school year to any [<ISCED 2011 Level X> / 15-year-old] students in this school?

Please mark as many choices as appropriate in each row.

	Included in my formal <education or training>	I teach it to [<ISCED 2011 Level X> / 15-year-old] students this year
a) Reading, writing and literature <i>Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature.....</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Mathematics <i>Includes mathematics, mathematics with statistics, geometry, algebra, etc...</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Science <i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Social studies <i>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Modern foreign languages <i>Includes languages different from the language of instruction</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Ancient Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Technology <i>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology ..</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Arts <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Physical education <i>Includes physical education, gymnastics, dance, health</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Practical and vocational skills <i>Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

16. 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 development 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

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

Please only count actual teaching time.

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

Round to the nearest whole hour.

Hours teaching

18. 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 development 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 Development

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

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

19. 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, and they are either organised in formal, structured programmes or informally arranged as separate activities.

Please mark as many choices as appropriate in each row.

	Yes, during my first employment	Yes, at this school	No
a) I took part in a <u>formal</u> induction programme.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) I took part in <u>informal</u> induction activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

If you did not answer 'Yes, at this school' to either a) or b) → Please go to Question [21].

20. 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 new 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

21. 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 |

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

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Courses/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) Education conferences where teachers and/or researchers present their research or discuss educational issues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Formal qualification programme (e.g. a degree programme) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Observation visits to other schools | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Observation visits to business premises, public organisations, or non-governmental organisations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Peer and/or self-observation and coaching as part of a formal school arrangement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Participation in a network of teachers formed specifically for the professional development of teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Reading professional literature | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to all of the above → Please go to Question [27].

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

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Knowledge and understanding of my subject field(s) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Pedagogical competencies in teaching my subject field(s) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Knowledge of the curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Student assessment practices | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) ICT (information and communication technology) skills for teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

- | | | |
|---|---------------------------------------|---------------------------------------|
| f) Student behaviour and classroom management | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) School management and administration | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Approaches to individualised learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Teaching students with special needs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Teaching in a multicultural or multilingual setting | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving) | <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) Communicating with people from different cultures or countries | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| o) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

24. For the professional development in which you participated during the last 12 months, did you receive any of the following?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Release from teaching duties for activities during regular working hours | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Non-monetary support for activities outside working hours (e.g. reduced teaching time, days off, study leave) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Reimbursement or payment of costs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Materials needed for the activities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Monetary supplements for activities outside working hours | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Non-monetary rewards (e.g. classroom resources/materials, book vouchers, software/apps) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Increased salary | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

25. Thinking of all of your professional development activities during the last 12 months, did any of these have a positive impact on your teaching practice?

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question **[27]**.

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

Please mark one choice in each row.

	Yes	No
a) It built on my prior knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) It adapted to my personal development needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) It had a coherent structure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) It appropriately focused on content needed to teach my subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) It provided opportunities for active learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) It provided opportunities for collaborative learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) It provided opportunities to practise/apply new ideas and knowledge in my own classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) It provided follow-up activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) It took place at my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) It involved most colleagues from my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) It took place over an extended period of time (e.g. several weeks or longer). ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) It focused on innovation in my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	<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) Communicating with people from different cultures or countries | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

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

Please mark one choice in each row.

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

Feedback

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

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

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

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

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

Please mark as many choices as appropriate in each row.

	External individuals or bodies	School principal or member(s) of the <school manage- ment team>	Other colleagues within the school (not a part of the <school manage- ment 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 [32].

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

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question [32].

31. 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 main subject 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 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

Teaching in General

32. Thinking about the teachers 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) Most teachers in this school strive to develop new ideas for teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers in this school are open to change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most teachers in this school search for new ways to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Most teachers in this school provide practical support to each other for the application of new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. 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

34. 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 technology (e.g. computers, tablets, smart boards)	<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> [attended by 15-year-old students] that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> [at <ISCED 2011 Level x>] / [attended by 15-year-old students] on Tuesday, this can be a class taught on a day following the last Tuesday.

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

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

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

A 'refugee' is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster.

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.

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

Students may fall into multiple categories.

Please mark one choice in each row.

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

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

Please mark one choice.

- ☐₁ Yes → **Please go to Question [44].**
- ☐₂ No

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

Please mark one choice.

- ☐₁ Reading, writing and literature
Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature
- ☐₂ 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

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

Please write a number.

Students

39. 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**

40. How strongly do you agree or disagree that you have control over the following areas of your planning and teaching in this <target class>?

Please mark one choice in each row.

- | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Determining course content | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Selecting teaching methods | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Assessing students' learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Disciplining students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Determining the amount of homework to be assigned | <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 this <target class>?

Please mark one choice in each row.

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

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

Please mark one choice in each row.

	Never or almost never	Occasion- ally	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 instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I explain what I expect the students to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I explain how new and old topics are related.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I 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 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
o) 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
p) I let students use ICT (information and communication technology) for projects or class work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

43. 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 my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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

Teaching in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity.

'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity it refers most notably to cultural or ethnic backgrounds.

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

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question [46].

45. In teaching a culturally diverse class, 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) 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

46. Does this school include students of more than one cultural or ethnic background?

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question [48].

47. In this school, are the following 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

School Climate and Job Satisfaction

48. 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

49. 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
e) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please write a number.

Years

51. 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

52. 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 needs ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

53. 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

54. 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

55. Thinking about education <at ISCED level x / for 15-year-olds> as a whole, if the budget were to be increased by 5 %, how would you rate the importance of the following spending priorities?

Please mark one choice in each row.

	Of low importance	Of moderate importance	Of high importance
a) Investing in ICT	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Investing in instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Supporting students from disadvantaged or migrant backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Reducing class sizes by recruiting more staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Improving school buildings and facilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Supporting students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Offering high quality professional development for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Improving teacher salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Reducing teachers' administration load by recruiting more support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Teacher Mobility

56. 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].

57. 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 |

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

Please mark one choice.

- ☐₁ For less than three months
- ☐₂ For three to twelve months
- ☐₃ For more than a year

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]