



Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2013

Teacher Questionnaire

Main Study Version
English, UK Spelling

National Project by:

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About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) is an international survey that offers the opportunity for teachers and headteachers to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and England, along with more than 30 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. Headteachers 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 us your work and opinion as accurately as possible.

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

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. Individuals' participation in this survey is voluntary and any individual may withdraw at any time.

About the Questionnaire

- This questionnaire should take approximately 45 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 return it to the National Study Centre by 26 March 2013.
- If 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 contacting the helpdesk on 0845 307 7867 (option 6) or by emailing talisinfo@rm.com, or visit www.talis.org.uk.

Thank you very much for your participation

Background Information

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

1. Are you female or male?

₁ Female

₂ Male

2. How old are you?

Please write a number.

Years

3. What is your current employment status as a teacher?

Please consider your employment status for all of your current teaching jobs combined.

Please mark one choice.

₁ Full-time (more than 90% of full-time hours) → **Please go to Question 5.**

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)

4. Why do you work part-time?

Please mark one choice.

₁ I chose to work part-time.

₂ A full time position was not available/possible.

5. How many years' experience do you have?

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 (do not include years working as a teacher)

d) Year(s) working in other jobs

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

Please mark one choice.

- ₁ Permanent employment (an ongoing 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

7. Do you currently work as a teacher of Key Stage 3 (age 11-14) at any other schools?

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question 9.**

8. If 'Yes' in the previous question, please indicate in how many other schools you currently work as a Key Stage 3 teacher.

Please write a number.

School(s)

9. Across all your Key Stage 3 (age 11-14) classes at this school, how many are special needs students?

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

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

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

Please mark one choice.

- ₁ GCE A levels or below, or equivalent
- ₂ HNC, HND, NVQ at level 4+, Foundation Degree or equivalent
- ₃ Bachelor's Degree
- ₄ Master's Degree
- ₅ Doctorate

11. Have you completed a teacher training programme?

Please mark one choice. Select 'Yes' if you are currently on a Teach First programme.

- ₁ Yes
- ₂ No

12. Were the following elements included in your formal education or teacher training?

Please mark one choice in each row.

	Yes, for all subject(s) I teach	Yes, for some subject(s) I teach	No
a) Content of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Pedagogy of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Classroom practice (practicum, internship or student teaching) in the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

13. In your teaching, to what extent do you feel prepared for the elements below?

Please mark one choice in each row.

	Not at all	Somewhat	Well	Very well
a) Content of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogy of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Classroom practice in the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark as many choices as appropriate in each row.

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

Reading, writing and literature: reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry

Humanities/social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages other than English

Classical Greek and/or Latin

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

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

Physical education: physical education, gymnastics, dance, health

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

Practical and vocational skills: 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

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

	In A levels or Foundation degree or equivalent	In Bachelor's degree or higher	In Subject specialisation as part of your teacher training	At the in-service or professional development stage
a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Humanities/social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Classical Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Interdisciplinary subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
m) Other (please specify below)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

15. During this current school year, do you teach the subjects below to any Key Stage 3 students in this school?

Please mark one choice in each row.

	Yes	No
a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Humanities/social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Classical Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

16. During your **most recent complete calendar week**, approximately how many 60-minute hours did you spend **in total** on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also include tasks that took place during weekends, evenings and other out of class hours.

Round to the nearest whole hour.

Hours

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

Please only count actual face to face teaching time.

Time spent on preparation, marking, etc. will be recorded in Question 18.

Hours

18. As a teacher at this school, during your **most recent complete calendar week**, how many 60-minute hours did you spend on the following tasks?

Also include tasks that took place during weekends, evenings and other out of class hours. Please 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).

- a) Individual planning or preparation of lessons either at school or out of school
- b) Team work and dialogue with colleagues within this school
- c) Marking/correcting students' work
- d) Student counselling (including student supervision, virtual counselling, career guidance and delinquency guidance)
- e) Participation in school management
- f) General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)
- g) Communication and co-operation with parents or guardians
- h) Engaging in extracurricular activities (e.g. sports and cultural activities after school)
- i) Other tasks

Teacher Professional Development

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

Please only consider professional development you have undertaken *since* your initial teacher training/education.

19. In your first regular employment as a teacher, did/do you take part in any induction programme?

An 'induction programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, etc.

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) I took/take part in an induction programme. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I took/take part in <u>informal</u> induction activities not part of an induction programme. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I took/take part in a general and/or administrative introduction to the school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

20. Are you currently involved in any mentoring activities?

This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programmes who are practising as teachers at school.

Please mark one choice in each row.

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

21. I. During the last 12 months, did you participate in any of the following professional development activities, and if yes, for how many days did they last?

Please indicate 'Yes' or 'No' in part (A) for each of the activities listed below. If 'Yes' in part (A), please specify the number of days spent on the activity in part (B).

Please sum up the activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings and other out of hours work.

	(A) Participation		(B) Duration in days
	Yes	No	
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	
c) Observation visits to other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	
d) Observation visits to business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	
e) In-service training courses in business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	

II. During the last 12 months, did you participate in any of these activities?

Please indicate 'Yes' or 'No' for each of the activities listed below.

	Yes	No
f) Qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Individual or collaborative research on a topic of interest to you professionally ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

If you did not participate in any professional development activities during the last 12 months → Please go to Question 26.

22. Did the professional development activities you participated in during the last 12 months cover the following topics? If so, what positive impact did these have on your teaching?

For each specified alternative please indicate 'Yes' or 'No' in part (A). If 'Yes' in part (A), please estimate the impact in part (B).

	(A) Topic		(B) Positive impact			
	Yes	No	No	Small	Moderate	Large
a) Knowledge and understanding of my subject field(s)	<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) Pedagogical competencies in teaching my subject field(s)	<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) Knowledge of the curriculum	<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) Student evaluation and assessment practices	<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) ICT (information and communication technology) skills 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
f) 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
g) School management and administration	<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) Approaches to individualised 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
i) Teaching students with special needs (see Question 9 for the definition)	<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) 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
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<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) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ All

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

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) I received scheduled time off for activities that took place during regular working hours at this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I received a salary supplement for activities outside working hours. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

25. Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?

Please mark one choice in each row.

- | | Not in any activities | Yes, in some activities | Yes, in most activities | Yes, in all activities |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) A group of colleagues from my school or subject group | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Opportunities for active learning methods (not only listening to a lecturer) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Collaborative learning activities or research with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) An extended time period (several occasions spread out over several weeks or months) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

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

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student evaluation and assessment practice	<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 (see Question 9 for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Mentoring/coaching peers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. 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 prerequisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I do not have time because of family responsibilities. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) There are no incentives for participating in such activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Feedback

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

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

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

28. In this school, who uses the following methods to provide feedback to you?

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

Please mark as many choices as appropriate in each row.

	External individuals or bodies	Head-teacher	Member(s) of the school management team	Assigned mentors	Other teachers (not a part of the management team)	I have never received this feedback in this school.
a) Feedback following direct observation of your 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) Feedback from student surveys about your 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) Feedback following an assessment of your 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) Feedback following a review of your students' 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) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)	<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) Feedback following surveys or discussions with parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<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 each of the above → Please go to Question 31.

29. In your opinion, when you receive this feedback, what is the emphasis placed on the following areas?

Please mark one choice in each row.

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

30. Concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following?

Please mark one choice in each row.

	No positive change	A small change	A moderate change	A large change
a) Your public recognition from the headteacher and/or your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Your role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The likelihood of your career advancement (e.g. promotion)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The amount of professional development you undertake	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Your job responsibilities at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Your confidence as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Your salary and/or financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Your teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Your methods for teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Your use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Your job satisfaction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Your motivation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) The type of professional development you undertake	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

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

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teacher appraisal and feedback are largely done to fulfil administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Feedback is provided to teachers based on a thorough assessment of their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) If a teacher is consistently underperforming, he/she would be dismissed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) 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
h) 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
i) If a teacher is found to be a poor performer, he/she would experience material sanctions such as withheld annual increases in pay.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in General

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My role as a teacher is to facilitate students' own inquiry.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My role includes having a secure knowledge of my subject and curriculum areas and imparting this knowledge to pupils effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) My role includes keeping up to date with developments in my subject or specialism.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. On average, how often do you participate in 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) 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 my school to ensure common standards in evaluations 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 my students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Control disruptive behaviour in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Motivate students who show low interest in school work ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Make my expectations about student behaviour clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide an alternative explanation, for example when students are confused	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Implement alternative instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in the Target Class

In the following questions, we want to gather more detail about your teaching practices. However, we cannot cover the whole scope of your teaching within this questionnaire. Therefore, we will focus on the teaching of one specific class.

The following questions ask you about a particular class that you teach. Think about the class you were teaching at 11am last Tuesday. If this class was a Key Stage 3 class (11-14 year olds) this is the target class for use in questions 35 to 43. If this class was not a Key Stage 3 class please think about the very next class anytime after 11am last Tuesday, even if it occurred on a following day, that was a Key Stage 3 class.

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.

'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free School Meals.

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 not English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Students with behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Students from socioeconomically disadvantaged homes (eligible for Free School Meals)	<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

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 fall?

Please mark one choice.

- ₁ Reading, writing and literature
Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); 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 Humanities/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 other than English
- ₆ Classical Greek and/or Latin
- ₇ Technology
Includes 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. Please indicate how representative you feel the target class is of all the classes you teach.

Please mark one choice.

- ₁ Very representative
- ₂ Representative
- ₃ Not representative

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 a lot of disruptive noise in this classroom. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

42. How often does each of the following happen in the target class throughout the school year?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons
a) I present a summary of recently learned content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) 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
c) I give different work to the students who have difficulties learning and/or to those who can advance faster.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) 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
f) I check my students' exercise books or homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students work on 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
h) 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	Occasionally	Frequently	In all or nearly all lessons
a) I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I administer a standardised test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I provide written feedback on student work in addition to a mark or grade.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) 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

School Climate and Job Satisfaction

44. 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 participate actively 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 participate actively 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 participate actively 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

45. How strongly do you agree or disagree with the following statements about what happens in this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) In this school, teachers and students usually get on well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers in this school 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 in this school are interested in what students have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) If a student from this school needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

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

47. We'd like to understand the factors that influence how you 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) Teaching in this school is generally very good.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The students I teach are generally well behaved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The school has an effective school management team. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The school management team give clear vision and direction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I do not have the autonomy I need to do a good job as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers are underpaid compared to other qualified professionals with similar levels of responsibility.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) My own pay is fair given my performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) My workload is unmanageable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The accountability system (Ofsted, league tables, etc.) does not add significantly to the pressure of the job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Parents are supportive of my role as their children's teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) The accountability system does not add significantly to my workload.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) I have scope to progress as a classroom teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I have scope to progress into a leadership team role.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I have scope to progress to a higher pay level.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) I have the opportunity to help all my students realise their potential.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Additional Background Information

Your household circumstances and family responsibilities help determine the support and pressures that you face in your job. We would like to ask you some simple questions about these circumstances and responsibilities.

48. Are you living with someone as a couple (whether married or not)?

- ₁ Yes
₂ No → Please go to Question 51

49. Which of the following is the main activity that your partner has been doing for the last 7 days?

Please mark one choice.

- ₁ In paid work (or away temporarily) , whether as an employee, self-employed, working for a family business)
₂ In full-time education
₃ Some other activity

50. What is the highest level of formal education that your partner has completed?

Please mark one choice.

- ₁ GCSEs, O-levels, or equivalent
₂ GCE A-levels or equivalent
₃ HNC, HND, NVQ at level 4+, Foundation Degree or equivalent
₄ Bachelor's degree, Master's degree, or Doctorate
₅ Other qualification

51. Are you (or your spouse/partner if you live with him or her) the parent or guardian of any children living with you?

Please mark one choice in each row.

- | | Yes | No |
|-----------------------------|---------------------------------------|---------------------------------------|
| a) Children aged 0-4. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Children aged 5-15. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

This is the end of the questionnaire.

Thank you very much for your participation

**Please return your completed questionnaire by 26 March 2013 to the
National Study Centre:**

TALIS National Study Centre, RM Education, 11th Floor, The Blue Fin Building, 110 Southwark Street,
London, SE1 0TA