



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

Headteacher Questionnaire

Main Study Version
English, UK Spelling

National Project by:

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International Project Consortium:

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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 workplace issues such as school leadership and school climate.

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

Confidentiality

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 asks for information about school education and policy matters.
- The person who completes this questionnaire should be the headteacher of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 30 to 45 minutes to complete.
- 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

Personal Background Information

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

1. Are you female or male?

₁ Female

₂ Male

2. How old are you?

Please write a number.

Years

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

Please mark one choice.

₁ 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

4. How many years' experience do you have?

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

Count part of a year as 1 year.

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

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

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

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

e) Year(s) working in other jobs

5. What is your current employment status as a headteacher?

Please mark one choice.

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

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

Please mark one choice in each row.

	Before	After	Before and after	Never
a) School administration or headteacher training programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher training/education programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) National Professional Qualification for Headship (NPQH) programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Postgraduate qualification in education leadership/management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. During the last 12 months, did you participate in any of the following professional development activities aimed at you as a headteacher, and if yes, for how many days?

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

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 activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings or other off work hours.

	(A) Participation		(B) Duration in days
	Yes	No	
a) In a professional network, mentoring or research activity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	_ _ _
b) In courses, conferences or observational visits	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	_ _ _
c) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	_ _ _

8. 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

School Background Information

9. Which best describes this school's location?

Please mark one choice.

- ₁ Hamlet or rural area (1,000 people or fewer)
- ₂ Village (1,001 to 3,000 people)
- ₃ Small town (3,001 to 15,000 people)
- ₄ Town (15,001 to 100,000 people)
- ₅ City (100,001 to 1,000,000 people)
- ₆ Large city (more than 1,000,000 people)

10. Is this school publicly or privately managed?

Please mark one choice.

- ₁ Publicly-managed
This is a school managed by a local education or government authority; e.g. community, foundation, VA and VC schools.
- ₂ Privately-managed
This is a school managed by a non-government organisation; e.g. academies, free schools and independent schools).

11. Thinking about the funding of this school in a typical year, which of the following applies?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) 50% or more of the school's funding comes from central or local government. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Teaching personnel are funded by central or local government. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Staff may fall into multiple categories.

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

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

13. Are the following Key Stages and/or programmes taught in this school and, if yes, are there other schools nearby that compete for students at that level and/or programme?

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

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

	(A) Level/programme taught		(B) Competition		
	Yes	No	Two or more other schools	One other school	No other schools
a) Nursery/reception (ages 2-5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Primary (ages 5-11)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Key Stage 3 (ages 11-14)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Key Stage 4 (ages 14-16) general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Key Stage 4 (ages 14-16) vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

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

Please write a number.

□□□□ Students

15. Please estimate the broad percentage of Key Stage 3 (age 11-14) students in this school who have the following characteristics.

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

'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free School Meals. 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) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students from socioeconomically disadvantaged homes (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

School Leadership

16. Do you have a school management team?

'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school. We will ask separately about your Governing Body in Question 23.

Please mark one choice.

₁ Yes

₂ No → Please go to Question 18.

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

Please mark one choice in each row.

	Yes	No
a) You, as headteacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Deputy or assistant headteacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School business manager/bursar/financial manager	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Department heads, heads of year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Representative(s) from the school governing body	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Special Educational Needs Co-ordinator (SENCo)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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

Please mark as many choices as appropriate in each row.

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

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

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

- a) % Administrative and leadership tasks and meetings
Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from local or national education officials
- b) % Curriculum and teaching-related tasks and meetings
Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development
- c) % Student interactions
Including counselling and conversations outside structured learning activities, discipline
- d) % Parent or guardian interactions
Including formal and informal interactions
- e) % Interactions with local and regional community, business and industry
- f) % Other
-
- 100 % Total**

20. Please indicate if you have engaged in the following in this school during the last 12 months.

If you have not been a headteacher in this school for 12 months, please indicate if you have engaged in the following since you started working as a headteacher in this school. Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) I have used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I have worked on a professional development plan for this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Please mark one choice in each row.

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

22. 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) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. Do you have a school governing body?

Please mark one choice.

- ₁ Yes
₂ No → **Please go to Question 25.**

24. Are the following currently represented on the school governing body?

Please mark one choice in each row.

	Yes	No
a) Representatives of a local or national authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School administrative personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Trade unions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Representatives of business, labour market institutions, faith groups, or other private institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please mark one choice in each row.

	Yes	No
a) Workshops or courses for parents or guardians, such as ESOL, ICT or parenting skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Services to support parents' or guardians' participation, such as providing child care	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Support for parental association(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Parents' evening(s)/meeting(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

26. To what extent do the following limit your effectiveness as a headteacher in this school?

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

Please mark one choice in each row.

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

Teacher Formal Appraisal

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

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

Please mark one choice in each row.

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

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

If you answered 'Never' to each of the above → Please go to Question 30.

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

Please mark as many choices as appropriate in each row.

	External individuals or bodies	You, as head-teacher	Member(s) of the school management team	Assigned mentors	Other teachers (not a part of the management team)	Not used in this school
a) Direct observation of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student surveys about teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessments of teachers' content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Review of 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) Discussion of teachers' self-assessments of their 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) Discussion about feedback received from 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

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

Please mark one choice in each row.

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

School Climate

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school staff share a common set of beliefs about schooling/learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is a high level of co-operation between the school and the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) School staff have an open discussion about difficulties.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There is mutual respect for colleagues' ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a culture of sharing success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The relationships between teachers and students are good.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. Is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Shortage of qualified and/or well performing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Shortage of vocational teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Shortage of middle leaders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. In this school, how often do the following occur?

Please mark one choice in each row.

By students in this school:	Never	Rarely	Monthly	Weekly	Daily
a) Arriving late at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Absenteeism (include only unjustified absences)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Cheating	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Intimidation or verbal abuse among students (or other forms of non-physical bullying)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Physical injury caused by violence among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Use/possession of drugs and/or alcohol in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
By teachers in this school:	Never	Rarely	Monthly	Weekly	Daily
i) Arriving late at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Absenteeism (include only unjustified absences)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Teacher Induction and Mentoring

The following section includes questions on induction and mentoring.

An 'induction programme' is defined as a structured range of activities at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies.

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

33. Do new teachers at this school have access to an induction programme?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) There is an induction programme for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers not part of an induction programme. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) There is a general and/or administrative introduction to the school for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to a) → Please go to Question 36.

34. Which teachers at this school are offered an induction programme?

Please mark one choice.

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

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

Please mark as many choices as appropriate.

- ₁ Mentoring by experienced teachers
- ₁ Courses/seminars
- ₁ Scheduled meetings with the headteacher and/or teacher colleagues
- ₁ A system of peer review
- ₁ Networking/virtual communities
- ₁ Collaboration with other schools
- ₁ Team teaching (together with more experienced teachers)
- ₁ A system of diaries/journals, portfolios, etc. to facilitate learning and reflection
- ₁ A reduced teaching schedule
- ₁ None of the above

36. Do teachers at your school have access to a mentoring system?

Please mark one choice.

- ₁ Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access.
- ₂ Yes, all teachers who are new to this school have access.
- ₃ Yes, all teachers at this school have access.
- ₄ No, at present there is no access to a mentoring system for teachers in this school.
→ **Please go to Question 38.**

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

Please mark one choice.

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

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

Please mark one choice in each row.

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

Job Satisfaction and Teacher Quality

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The advantages of this profession clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) If I could decide again, I would still choose this job/position.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I would like to change to another school if that were possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I regret that I decided to become a headteacher. ...	<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 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
g) 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
h) 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
i) 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

40. We would 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) Teacher turnover is very high at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching in this school is generally very good.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The students in this school are generally well behaved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am supported by an effective school management team.	<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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Headteachers are underpaid compared to leaders in other professions.	<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) On the whole, parents are supportive of my school's leadership and staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) On the whole, teachers are supportive of my leadership.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) 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
m) It is difficult to dismiss staff members with poor teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I have good opportunities to further progress my career should I wish to do so.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) I get the support/guidance I need to help me do my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) I know where to go to seek support from a National or Local Leader of Education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) I am able to financially reward teaching staff who perform well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) The school's performance management system enables me to improve teacher quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School to School Support/Collaboration

41. We would like to ask you about executive headship.

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Do you have an executive headteacher over you? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Are you yourself the headteacher of two or more schools? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

42. Finally, below are statements about school to school collaboration. Please indicate the extent to which you agree or disagree with each statement.

Please mark one choice in each row.

- | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) My school works in partnership with other schools for the greater good. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Partnerships with other school(s) are an important driver of my school's success. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Most school partnerships are a waste of time. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) My staff benefit from working in partnership with other schools. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) My school competes with other local schools for students and resources. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) Increased autonomy will encourage my school to focus on its own improvement instead of partnership working. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Joining a teaching school alliance would help my school to improve. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| h) If a school is failing it should be required to work with a National Leader of Education/National Support School. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| i) If a school is failing it should be required to join a sponsored academy chain. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| j) Working in partnership helps us achieve economies of scale when purchasing external services and supplies. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| k) Working in partnership enables us to offer students wider subject choice than we otherwise could. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

This is the end of the questionnaire.

Thank you very much for your participation

**Please 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