



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

Principal Questionnaire

<ISCED 2011 Level x>

Main Survey Version

[International English, UK Spelling]

[National Project Information]

International Consortium

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

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD). [Name of country], along with more than 50 other countries, is taking part in the survey.

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

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

Confidentiality

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

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take between 45 and 60 minutes on average to complete.
- <When questions refer to 'this school' we mean by 'school': national school definition.>
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [national return procedures and date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

Thank you very much for your participation!

PQ_Introduction

Personal Background Information

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

PQ_Headline_Personal_Background

1. What is your gender? TC4G01

Please mark one choice.

- ☐₁ Female
☐₂ Male
☐₃ <country-specific>

PQ_01

2. How old are you? TC4G02

Please write a number.

Years

PQ_02

3. What is the highest level of formal education you have completed? TC4G03

Please mark one choice.

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

PQ_03

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

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

Work experience may fall into multiple categories.

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

Please round up to whole years.

- | | | | |
|----|----------------------|--|---------|
| a) | <input type="text"/> | Year(s) working as a principal <u>at this school</u> | TC4G04A |
| b) | <input type="text"/> | Year(s) working as a principal <u>in total</u> | TC4G04B |
| c) | <input type="text"/> | Year(s) working in other school management roles (do not include years working as a principal) | TC4G04C |
| d) | <input type="text"/> | Year(s) working as a teacher in total (include any years of teaching) | TC4G04D |
| e) | <input type="text"/> | Year(s) working in any other jobs | TC4G04E |

PQ_04

5. Do you currently have a teaching obligation as part of your work as a principal at this school? TC4G05

Please mark one choice.

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

PQ_05

6. What is your current employment status as a principal at this school? TC4G06

Please mark one choice.

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

PQ_06

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

Please mark one choice in each row.

	Before	After	Before and after	Never	
a) School administration or principal training programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G07A
b) Teacher training/education programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G07B
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G07C

PQ_07

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

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

Please mark one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person and virtual/online	No	
a) Courses/seminars/workshops about subject matter, teaching methods or pedagogical topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08A
b) Courses/seminars/workshops about leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08B
c) Education conferences where teachers, principals and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08C
d) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08D
e) Peer and/or self-observation and coaching as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08E
f) Formal or informal principal networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08F
g) Self-initiated learning activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08G
h) Courses/seminars/workshops on developing a strategy for the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08H
i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G08I

PQ_08

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

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

Please mark one choice in each row.

	Yes	No	
a) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G09A
b) Ways to improve this school's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G09B
c) Ways to support teachers to teach about environmental sustainability .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G09C

PQ_09

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

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need	
a) Knowledge and understanding of new developments in leadership research and theory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10A
b) Knowledge and understanding of current national/local policies on education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10B
c) Using data for improving the quality of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10C
d) Designing the school curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10D
e) Designing professional learning for/with teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10E
f) Observing classroom instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10F
g) Providing effective feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10G
h) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10H
i) Developing collaboration among teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10I
j) School management (e.g. human resource management, financial management)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10J
k) Developing a strategy for the use of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10K
l) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10L
m) Promoting staff well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G10M

PQ_10

School Background Information

PQ_Headline_School Background

11. Which best describes this school's location? TC4G11

Please mark one choice.

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

PQ_12

12. About what percentage of this school's total funding for a typical school year comes from the following sources?

Please enter a number in each row.

Write 0 (zero) if none.

- | | | |
|---|--|---------|
| a) <Government> (including departments, municipal, local, regional, state, national and supranational levels) | <input type="text"/> <input type="text"/> <input type="text"/> | TC4G12A |
| b) Student fees or school charges paid by parents or guardians | <input type="text"/> <input type="text"/> <input type="text"/> | TC4G12B |
| c) Other (e.g. donations, grants, fundraising) | <input type="text"/> <input type="text"/> <input type="text"/> | TC4G12C |

PQ_13

13. Is this school publicly- or privately-managed? TC4G13

Please mark one choice.

- ☐₁ Publicly-managed
This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.
- ☐₂ Privately-managed
This is a school managed by a non-government organisation; e.g. a [church,] trade union, business or other private institution.

PQ_14

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

Staff may fall into multiple categories. Include temporary staff [and staff employed through a contractor].

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

- | | |
|--|---------|
| a) <input type="text"/> <input type="text"/> <input type="text"/> Teachers, irrespective of the grades/ages they teach
<i>Those whose main professional activity at this school is the provision of instruction to students</i> | TC4G14A |
| b) <input type="text"/> <input type="text"/> <input type="text"/> Personnel for pedagogical support, irrespective of the grades/ages they support
<i>Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists, therapists [and nurses]</i> | TC4G14B |
| c) <input type="text"/> <input type="text"/> <input type="text"/> School administrative personnel
<i>Including receptionists, secretaries, accountants and administration assistants</i> | TC4G14C |
| d) <input type="text"/> <input type="text"/> <input type="text"/> School management personnel
<i>Including principals, assistant principals, and other management staff whose main activity is management</i> | TC4G14D |
| e) <input type="text"/> <input type="text"/> <input type="text"/> Other staff (e.g. cafeteria, cleaning, technicians [or guards]) | TC4G14E |

PQ_15

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

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

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

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

- | | |
|--|---------|
| a) <input type="text"/> <input type="text"/> <input type="text"/> Teachers who began work at this school during the last 12 months | TC4G15A |
| b) <input type="text"/> <input type="text"/> <input type="text"/> Teachers who permanently left this school during the last 12 months | TC4G15B |
| c) <input type="text"/> <input type="text"/> <input type="text"/> Teachers absent or unavailable for teaching for the most recent Tuesday that school was in session | TC4G15C |

PQ_16

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

Please mark one choice in each row.

	Yes	No	
a) <ISCED 2011 Level 0>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G16A
b) <ISCED 2011 Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G16B
c) <ISCED 2011 Level 2> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G16C
d) <ISCED 2011 Level 2> vocational or technical education programmes .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G16D
e) <ISCED 2011 Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G16E
f) <ISCED 2011 Level 3> vocational or technical education programmes .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G16F

PQ_17

17. What is the current school enrolment, i.e. the number of students of all grades/ages in this school? TC4G17

Please write a number.

Students

PQ_18

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

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always	
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18A
b) Students' record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18B
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18C
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18D
e) Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18E
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18F
g) Emergency situations (e.g. conflicts, natural disasters, health-related crises)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G18G

PQ_19

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

Please mark one choice in each row.

	Not for any subjects	For some subjects	For all subjects	
a) Students are grouped by ability into different classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G19A
b) Students are grouped by ability within their classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G19B

PQ_20

20. During the past month, how did students participate in lessons at this school?

Please mark one choice in each row.

	In no lessons	In some lessons	In all lessons	
a) All students participated in person.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G20A
b) All students participated online.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G20B
c) Some students participated in person while others participated online.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G20C

PQ_21_a

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

Students may fall into multiple categories.

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

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

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

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

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

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All	
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21A
b) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these languages(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21B
c) Students with special education needs .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21C
d) Students from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21D
e) Students belonging to <ethnic/national minorities or Indigenous communities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21E
f) Male students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21F
g) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21G
h) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G21H

PQ_21

School Leadership

PQ_Headline_School_Leadership

22. Does this school have a <school management team>? TC4G22

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

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question [24].

PQ_22

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

Please mark one choice in each row.

	Yes	No	Not applicable	
a) Principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 A
b) [Vice/deputy principal or assistant principal]	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 B
c) Financial manager (e.g. accountant, treasurer)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 C
d) Department heads	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 D
e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 E
f) <School governing board>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 F
g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 G
h) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 H
i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G23 I

PQ_23

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

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

Please mark as many choices as appropriate in each row.

	Principal	Other members of the <school management team>	Teachers (not as a part of the <school management team>)	<School governing board>	<Local, municipality /regional, state, or national/federal> authority
a) Appointing or hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
	TC4G24A 1	TC4G24A 2	TC4G24A 3	TC4G24A 4	TC4G24A 5
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
	TC4G24B 1	TC4G24B 2	TC4G24B 3	TC4G24B 4	TC4G24B 5
c) Establishing teachers' starting salaries, including setting pay scales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
	TC4G24C 1	TC4G24C 2	TC4G24C 3	TC4G24C 4	TC4G24C 5
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
	TC4G24D 1	TC4G24D 2	TC4G24D 3	TC4G24D 4	TC4G24D 5
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
	TC4G24E 1	TC4G24E 2	TC4G24E 3	TC4G24E 4	TC4G24E 5
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
	TC4G24F 1	TC4G24F 2	TC4G24F 3	TC4G24F 4	TC4G24F 5
g) Establishing student assessment policies, including <national/regional> assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
	TC4G24G 1	TC4G24G 2	TC4G24G 3	TC4G24G 4	TC4G24G 5
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
	TC4G24H 1	TC4G24H 2	TC4G24H 3	TC4G24H 4	TC4G24H 5
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
	TC4G24I 1	TC4G24I 2	TC4G24I 3	TC4G24I 4	TC4G24I 5
j) Determining course content, including <national/regional> curricula	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
	TC4G24J 1	TC4G24J 2	TC4G24J 3	TC4G24J 4	TC4G24J 5

- k) Deciding which courses are offered ☐₁ ☐₁ ☐₁ ☐₁ ☐₁
TC4G24K TC4G24K TC4G24K TC4G24K TC4G24K
1 2 3 4 5

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

- | | Principal | Other members of the <school management team> | Teachers (not as a part of the <school management team>) | <School governing board> | <Local, municipality /regional, state, or national/federal> authority |
|---|--|---|--|--|---|
| a) Deciding on the use of <digital resources and tools> for teaching | <input type="checkbox"/> 1
TC4G25A
1 | <input type="checkbox"/> 1
TC4G25A
2 | <input type="checkbox"/> 1
TC4G25A
3 | <input type="checkbox"/> 1
TC4G25A
4 | <input type="checkbox"/> 1
TC4G25A
5 |
| b) Improving this school's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling) | <input type="checkbox"/> 1
TC4G25B
1 | <input type="checkbox"/> 1
TC4G25B
2 | <input type="checkbox"/> 1
TC4G25B
3 | <input type="checkbox"/> 1
TC4G25B
4 | <input type="checkbox"/> 1
TC4G25B
5 |
| c) Determining policies on student diversity .. | <input type="checkbox"/> 1
TC4G25C
1 | <input type="checkbox"/> 1
TC4G25C
2 | <input type="checkbox"/> 1
TC4G25C
3 | <input type="checkbox"/> 1
TC4G25C
4 | <input type="checkbox"/> 1
TC4G25C
5 |
| d) Determining policies on teacher diversity .. | <input type="checkbox"/> 1
TC4G25D
1 | <input type="checkbox"/> 1
TC4G25D
2 | <input type="checkbox"/> 1
TC4G25D
3 | <input type="checkbox"/> 1
TC4G25D
4 | <input type="checkbox"/> 1
TC4G25D
5 |
| e) Facilitating teachers' professional learning activities to support students' social and emotional development | <input type="checkbox"/> 1
TC4G25E
1 | <input type="checkbox"/> 1
TC4G25E
2 | <input type="checkbox"/> 1
TC4G25E
3 | <input type="checkbox"/> 1
TC4G25E
4 | <input type="checkbox"/> 1
TC4G25E
5 |
| f) Defining school improvement priorities | <input type="checkbox"/> 1
TC4G25F
1 | <input type="checkbox"/> 1
TC4G25F
2 | <input type="checkbox"/> 1
TC4G25F
3 | <input type="checkbox"/> 1
TC4G25F
4 | <input type="checkbox"/> 1
TC4G25F
5 |

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

Please mark one choice in each row.

	Never or almost never	A few times a year	Less than monthly	Monthly	Weekly	Daily	Multiple times a day	
a) Leadership tasks and meetings <i>Including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26A
b) Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional learning</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26B
c) Teacher and staff interactions <i>Including advice-giving, feedback and evaluation, non-teaching school activities</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26C
d) Student interactions <i>Including counselling and conversations outside structured learning activities, discipline</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26D
e) Parent or guardian interactions <i>Including formal and informal interactions</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26E
f) Interactions with local and regional community, business and industry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26F
g) Emergency tasks <i>Including attending to school infrastructure damage, community or national crisis</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26G
h) Administrative tasks and meetings <i>Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state, or national education officials</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26H
i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	TC4G26I

PQ_26

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

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often	
a) I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27A
b) I observed instruction in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27B
c) I provided feedback to teachers based on my observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27C
d) I took actions to support co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27D
e) I took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27E
f) I took actions to ensure that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27F
g) I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27G
h) I reviewed school administrative procedures and reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27H
i) I resolved problems with the lesson timetable in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27I
j) I collaborated with principals from other schools on challenging work tasks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27J
k) I worked on a professional learning plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G27K

PQ_27

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

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often	
a) Supporting the integration of <digital resources and tools> for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G28A
b) Supporting student diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G28B
c) Supporting teacher diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G28C
d) Improving students' social emotional development in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G28D
e) Improving this school's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G28E
f) Supporting teachers interested in teaching about climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G28F

PQ_28

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G29A
b) Teachers initiate and lead collaborative activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G29B
c) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G29C
d) Teachers participate in non-teaching school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G29D

PQ_30

30. [ISCED level 1 only] Does this school undertake any of the following activities in order to facilitate children's transition from <ECEC settings>?

<ECEC settings> are officially registered settings that provide formal early-childhood education and care (ECEC) programmes for young children from birth up to entry into primary education, also defined as <ISCED 2011 Level 0>.

Please mark one choice in each row.

	Yes	No	
a) Communicate with <ECEC settings> about children making transitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30A
b) Organise visits to this school for children making transitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30B
c) Hold meetings with staff from <ECEC settings>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30C
d) Offer in-service training sessions for teachers regarding transition issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30D
e) Work with local authorities to develop transition programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30E
f) Provide activities for parents or guardians to understand the transition (e.g. information sessions, meetings with parents or guardians, home visits)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30F
g) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G30G

PQ_31 (ISCED1)

Induction, Mentoring and Formal Appraisal

PQ_Headline_Induction

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

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

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

'Teachers new to teaching' refers to those who have less than one year paid employment as teachers.

Please mark one choice in each row.

	All teachers new to this school	Only teachers new to teaching	None	
a) <u>Formal</u> induction programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G31A
b) <u>Informal</u> induction activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	TC4G31B

PQ_32

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

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

Please mark one choice in each row.

	Yes	No	
a) Courses/seminars/workshops attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32A
b) Online courses/seminars/workshops	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32B
c) Online activities (e.g. virtual communities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32C
d) Planned meetings with principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32D
e) Supervision by principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32E
f) Networking/collaboration with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32F
g) Team teaching with experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32G
h) Portfolios/diaries/journals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32H
i) Reduced teaching load	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32I
j) General/administrative introduction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G32J

PQ_33

33. Do teachers at this school have access to a mentoring programme? TC4G33

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

Please mark one choice.

- ☐₁ Yes, but only teachers who are new to teaching, i.e. have less than one year paid employment as a teacher, have access.
- ☐₂ Yes, all teachers who are new to this school have access.
- ☐₃ Yes, all teachers at this school have access.
- ☐₄ No, at present there is no access to a mentoring programme for teachers in this school.
→ **Please go to Question [35].**

PQ_34

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

TC4G34

Please mark one choice.

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

PQ_35

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

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

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

Please mark one choice in each row.

	Never	Less than once per year	Once per year	Twice or more per year	
a) Principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G35A
b) Other members of the <school management team>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G35B
c) Assigned mentors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G35C
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	TC4G35D
e) External individuals or bodies (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G35E

PQ_37

If you answered 'Never' to all of the above → Please go to Question [38].

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

Please mark as many choices as appropriate in each row.

	External individuals or bodies	Principal	Member(s) of the <school manage- ment team>	Assigned mentors	Other teachers (not a part of the <school manage- ment team>)	Not used in this school
a) Observations of classroom teaching ..	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1
	TC4G36A1	TC4G36A2	TC4G36A3	TC4G36A4	TC4G36A5	TC4G36A6
b) Student survey responses related to teaching	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1
	TC4G36B1	TC4G36B2	TC4G36B3	TC4G36B4	TC4G36B5	TC4G36B6
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
	TC4G36C1	TC4G36C2	TC4G36C3	TC4G36C4	TC4G36C5	TC4G36C6
d) Students' external results (e.g. national test scores)	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1
	TC4G36D1	TC4G36D2	TC4G36D3	TC4G36D4	TC4G36D5	TC4G36D6
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1
	TC4G36E1	TC4G36E2	TC4G36E3	TC4G36E4	TC4G36E5	TC4G36E6
f) Self-assessments of teachers' work (e.g. presentation of a portfolio assessment, analysis of teaching using video)	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1
	TC4G36F1	TC4G36F2	TC4G36F3	TC4G36F4	TC4G36F5	TC4G36F6

PQ_38

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

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always	
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G37A
b) A development/training plan is developed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G37B
c) Material sanctions such as reduced annual increases in pay are imposed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G37C
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	TC4G37D
e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G37E
f) An increase in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G37F
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	TC4G37G
h) Dismissal or non-renewal of contract	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G37H

PQ_39

School Climate

PQ_Headline_School Climate

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G38A
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G38B
c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G38C
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	TC4G38D
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	TC4G38E
f) The school staff share a common set of beliefs about teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G38F
g) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G38G
h) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G38H

PQ_40

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Teachers understand the curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39A
b) Teachers succeed in implementing the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39B
c) Teachers hold high expectations for student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39C
d) Parents or guardians support student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39D
e) Parents or guardians are involved in school activities. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39E
f) Students have a desire to do well in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39F
g) Students harass their peers who excel in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39G
h) The school co-operates with the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G39H

PQ_41

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Shortage of qualified teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 A
b) Shortage of teachers with competence in teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 B
c) Shortage of vocational teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 C
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	TC4G40 D
e) Shortage or inadequacy of <digital resources and tools> for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 E
f) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 F
g) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 G
h) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 H
i) Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 I
j) Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 J
k) Shortage of teachers with competence in teaching students in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 K
l) Shortage of teachers with competence in teaching students from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 L
m) Shortage or inadequacy of necessary materials to train vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 M
n) Shortage or inadequacy of time for instructional leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 N
o) Insufficient utilities (e.g. drinking water, electricity, and sewage/sanitation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G40 O

PQ_42

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

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily	
a) Vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	TC4G41 A
b) Intimidation or bullying among students (or other forms of verbal abuse) on school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	TC4G41 B
c) Online intimidation or bullying among students (or other forms of verbal abuse)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	TC4G41 C
d) 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	TC4G41 D
e) Intimidation or verbal abuse of teachers or staff on school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	TC4G41 E
f) Online intimidation or verbal abuse of teachers or staff.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	TC4G41 F
g) Use/possession of drugs and/or alcohol	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	TC4G41 G

PQ_43 (Version A)

Schooling in Diverse Environments

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

PQ_Headline_Schooling_Environments

42. Does this school include students from different cultural or ethnic backgrounds? TC4G42

Please mark one choice.

☐₁ Yes

☐₂ No

PQ_45

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

Please mark one choice in each row.

	Yes	No	
a) Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43A
b) Organising multicultural events (e.g. cultural diversity day)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43B
c) Teaching students how to deal with ethnic and cultural discrimination ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43C
d) Adopting teaching and learning practices that integrate global issues throughout the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43D
e) Including books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43E
f) Employing teachers that are representative of the diverse backgrounds of students and/or their families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43F
g) Providing additional support for students with special education needs .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43G
h) Teaching students to be inclusive of different socio-economic backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43H
i) Explicit policies against gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43I
j) Explicit policies against socio-economic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43J
k) Providing additional support for students from disadvantaged backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43K
l) Promoting a safe school climate for students of diverse sexual orientation and gender identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	TC4G43L

PQ_46

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

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all	
a) It is important to be responsive to differences in students' cultural backgrounds.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44A
b) It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44B
c) Respecting other cultures is something that children and young people should learn as early as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44C
d) Children and young people should learn that people of different cultures have a lot in common.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44D
e) Schools should encourage students from different socio-economic backgrounds to work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44E
f) Students should learn to oppose gender discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44F
g) It is important to treat all students equally regardless of their gender.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44G
h) It is important to treat students from all socio-economic backgrounds in the same manner.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44H
i) A classroom with a high proportion of students with special education needs enriches learning experiences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44I
j) Students should feel comfortable to express their diverse sexual orientations and gender identities at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G44J

PQ_47

Education and Environmental Sustainability

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

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

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

PQ_Headline_Edui_Sustain

45. Thinking about your role as a principal in supporting education about environmental sustainability, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) It is important for me as a principal to address environmental sustainability with the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45A
b) I have the resources I need to develop a school strategy on including environmental sustainability in the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45B
c) I am confident supporting teachers so that they can teach about environmental sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45C
d) It is just too difficult for someone like me to do much about environmental sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45D
e) I worry about parent or guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45E
f) I attend to students' concern about the future of our environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45F
g) I encourage teachers to empower students to take action on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45G
h) I encourage teachers to teach about climate change across different subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G45H

PQ_48

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Teachers think it is not related to the subject(s) they teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46A
b) Teachers think students are too young.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46B
c) Teachers don't know enough about it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46C
d) Teachers don't have the materials needed to teach the subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46D
e) Teachers don't believe in it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46E
f) Our <school governing board> and/or <local, municipality/regional, state, or national/federal> authority does not allow it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46F
g) Teachers think students have already learned about it in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46G
h) The curriculum is not flexible enough.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46H
i) The curriculum does not mandate it be taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46I
j) Assessments do not include it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G46J

PQ_51

47. How concerned are you personally about climate change? TC4G47

Please mark one choice.

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

PQ_52

48. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion? TC4G48

Please mark one choice.

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

PQ_53

Occupational Perceptions

PQ_Headline_Occupational_Perc

49. For how many more years do you want to continue to work as a principal? TC4G49

Please write a number.

Years

PQ_54

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) I experience stress in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G50A
b) My job leaves me time for my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G50B
c) My job negatively impacts my mental health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G50C
d) My job negatively impacts my physical health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G50D
PQ_53_a					

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Having too much teacher appraisal and feedback work to do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51A
b) Having too much administrative work to do (e.g. filling out forms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51B
c) Having extra duties due to absent school staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51C
d) Being held responsible for students' achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51D
e) Maintaining school discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51E
f) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51F
g) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51G
h) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51H
i) Accommodating students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51I
j) Being held responsible for students' social and emotional well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51J
k) Having to adapt this school's practices due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G51K

PQ_55

52. 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	TC4G52A
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	TC4G52B
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	TC4G52C
d) I regret that I decided to become a principal.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G52D
e) I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G52E
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	TC4G52F
g) I would recommend this school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G52G
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	TC4G52H
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	TC4G52I
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	TC4G52J

PQ_56

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I am satisfied with the salary I receive from my work. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G53A
b) Apart from my salary, I am satisfied with the terms of my principal <contract/employment> (e.g. benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G53B
c) I am satisfied with the support that I receive from the staff in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G53C
d) I need more support from <municipal, local, regional, state, or national> authorities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G53D
e) I cannot influence decisions that are important for my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	TC4G53E

PQ_57

This is the end of the questionnaire.

Thank you very much for your participation!

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

PQ_Headline_End