



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

## **Teacher 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.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe your work and opinions as accurately as possible.

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

## Confidentiality

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

## About the Questionnaire

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

# Thank you very much for your participation!

*TQ\_Introduction*

## Background and Qualification

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

*TQ\_Headline\_Background*

- 1. What is your gender? TT4G01**

*Please mark one choice.*

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

*TQ\_01*

- 2. How old are you? TT4G02**

*Please write a number.*

Years

*TQ\_02*

- 3. What is the highest level of formal education you have completed? TT4G03**

*Please mark one choice.*

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

*TQ\_03*

**4. What type of education did you complete for your first teaching qualification? TT4G04**

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

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

Please mark one choice.

- ☐<sub>1</sub> A <regular teacher education or training programme>
- ☐<sub>2</sub> A <fast-track/shorter or specialised teacher education or training programme>
- ☐<sub>3</sub> Subject-specific <education or training> only
- ☐<sub>4</sub> I have another formal qualification not listed above.
- ☐<sub>5</sub> I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. → Please go to Question [Error! Reference source not found.].

TQ\_04

**5. In which year did you complete your first teaching qualification? TT4G05**

An approximate year is sufficient.

Please write in a year.

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TQ\_05

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) It provided me with a strong understanding of the subject(s) I teach. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G06A
b) It provided me with ideas for managing classroom behaviour successfully. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G06B
c) It included enough time for classroom observations. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G06C
d) It had a good balance between theoretical and practical aspects of teaching. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G06D
e) It provided me with enough practical opportunities to teach in school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G06E
f) Overall, its quality was high. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G06F

TQ\_06

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Content of some or all subject(s) I teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07A
b) Pedagogy of some or all subject(s) I teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07B
c) General pedagogy .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07C
d) Classroom practice in some or all subject(s) I teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07D
e) Teaching in a multicultural or multilingual setting .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07E
f) Use of <digital resources and tools> for teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07F
g) Supporting students' social and emotional development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07G
h) Engaging students with environmental sustainability ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07H
i) [ISCED level 1 only] Promoting play and peer interaction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07I
j) [ISCED level 1 only] Supporting children's transitions from <ISCED 2011 Level 0> to <ISCED 2011 Level 1>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G07J

TQ\_07

**8. Was teaching your first choice as a career? TT4G08**

*A 'career' is having a paid job that you regarded as likely to form your life's work.*

*Please mark one choice.*

☐<sub>1</sub> Yes

☐<sub>2</sub> No

TQ\_08

## Current Work

TQ\_Headline\_Current\_Work

**9. What is your employment status as a teacher at this school?** TT4G09

*Please mark one choice.*

- ☐<sub>1</sub> Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ☐<sub>2</sub> Fixed-term contract for a period of more than 1 school year
- ☐<sub>3</sub> Fixed-term contract for a period of 1 school year or less

TQ\_09

**10. Do you currently work as a teacher of <ISCED 2011 level x> at another school?** TT4G10

*Please mark one choice.*

- ☐<sub>1</sub> Yes
- ☐<sub>2</sub> No → Please go to Question [Error! Reference source not found.].

TQ\_10

**11. If 'Yes' in the previous question, please indicate at how many other schools you currently work as a <ISCED 2011 level x> teacher.** TT4G11

*Please write a number.*

School(s)

TQ\_11

**12. What is your current employment status as a teacher at this school?** TT4G12

*Please mark one choice.*

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

TQ\_12

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

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

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

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

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

TT4G13A

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

TT4G13B

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

TT4G13C

d)   Year(s) working in other non-education roles

TT4G13D

TQ\_13

**14. During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on tasks related to your job at this school?** TT4G14

*Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional learning and other work tasks. Also include tasks that took place during evenings, weekends or other out of class hours.*

*A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.*

*Round to the nearest whole hour.*

Hours in total

TQ\_14

**15. Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week?** TT4G15

*Please only count actual teaching time.*

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

*Round to the nearest whole hour.*

Hours teaching

TQ\_15

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

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

*Rough estimates are sufficient.*

*If you did not perform the task during the most recent complete calendar week, write 0 (zero).*

*Round to the nearest whole hour.*

- |    |   |       |  |         |
|----|---|-------|--|---------|
| a) | <input type="text"/> <input type="text"/> | Hours | Individual planning or preparation of lessons either at school or out of school  | TT4G16A |
| b) | <input type="text"/> <input type="text"/> | Hours | Team work and dialogue with colleagues within this school  | TT4G16B |
| c) | <input type="text"/> <input type="text"/> | Hours | Marking/correcting of student work   | TT4G16C |
| d) | <input type="text"/> <input type="text"/> | Hours | Counselling students (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance) | TT4G16D |
| e) | <input type="text"/> <input type="text"/> | Hours | Participation in school management   | TT4G16E |
| f) | <input type="text"/> <input type="text"/> | Hours | General administrative work (including communication, paperwork and other clerical duties)                                   | TT4G16F |
| g) | <input type="text"/> <input type="text"/> | Hours | Professional learning activities   | TT4G16G |
| h) | <input type="text"/> <input type="text"/> | Hours | Communication and co-operation with parents or guardians   | TT4G16H |
| i) | <input type="text"/> <input type="text"/> | Hours | Engaging in extracurricular activities (e.g. sports and cultural activities after school)                                    | TT4G16I |
| j) | <input type="text"/> <input type="text"/> | Hours | Other work tasks   | TT4G16J |
- TQ\_16



## Professional Learning

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

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

TQ\_Headline\_Professional\_Learning

### 17. When you began work at this school, did you take part in any induction activities?

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

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

Please mark one choice in each row.

- |  | Yes                                   | No                                    |         |
|--|---------------------------------------|---------------------------------------|---------|
| a) I took part in a <u>formal</u> induction programme. ....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | TT4G17A |
| b) I took part in <u>informal</u> induction activities. .... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | TT4G17B |

TQ\_17

If you did not answer 'Yes' to either a) or b) → Please go to Question [Error! Reference source not found.].

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

*Please mark one choice in each row.*

	Yes	No	
a) Courses/seminars/workshops attended in person .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18A
b) Online courses/seminars/workshops .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18B
c) Online activities (e.g. virtual communities) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18C
d) Planned meetings with principal and/or experienced teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18D
e) Supervision by principal and/or experienced teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18E
f) Networking/collaboration with other teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18F
g) Team teaching with experienced teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18G
h) Portfolios/diaries/journals .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18H
i) Reduced teaching load .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18I
j) General/administrative introduction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18J
k) Observing teachers at this school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G18K

TQ\_18

**19. Are you currently involved in any mentoring activities as part of a formal arrangement at this school?**

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

*It does not include mentoring of student teachers doing teaching practice at this school.*

*Please mark one choice in each row.*

	Yes	No	
a) I currently have an assigned mentor to support me. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G19A
b) I am currently an assigned mentor for one or more teachers. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G19B

TQ\_19

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

*Please mark one choice in each row.*

	Yes, in-person	Yes, virtual or online	Yes, in person <u>and</u> virtual/online	No	
a) Courses/seminars/workshops .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20A
b) Education conferences where teachers and/or researchers present their research or discuss educational issues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20B
c) Formal qualification programme (e.g. a degree programme) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20C
d) Visits to other schools to inform my teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20D
e) <b>[ISCED level 2 and 3 only]</b> Visits to business premises, public organisations, or non-governmental organisations related to my teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20E
f) Reflections on lesson observations .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20F
g) Coaching as part of a formal school arrangement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20G
h) Formal or informal teacher networks for the purpose of professional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20H
i) Self-initiated learning activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20I
j) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G20J

*TQ\_20 (LRN) / TQ\_20 (LRN) (ISCED1)*

**If you answered 'No' to all of the above → Please go to Question **[Error! Reference source not found.]**.**

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

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

*'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.*

*'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.*

*Please mark one choice in each row.*

	Yes	No	
a) Knowledge and understanding of my subject field(s) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21A
b) The pedagogy of the subject matter(s) I teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21B
c) Knowledge of the curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21C
d) Student assessment practices .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21D
e) Pedagogical skills for incorporating <digital resources and tools> into teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21E
f) Technical skills for the use of <digital resources and tools> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21F
g) Using artificial intelligence for teaching and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21G
h) Classroom management for student behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21H
i) School management and administration .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21I
j) Approaches to individualised learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21J
k) Teaching students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21K
l) Teaching in a multicultural or multilingual setting .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21L
m) Analysis and use of student assessments .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21M
n) Teacher-parent/guardian co-operation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21N
o) Methods for supporting students' social and emotional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21O
p) Knowledge and understanding of environmental sustainability .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21P
q) [ISCED level 1 only] Play and peer interaction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21Q
r) [ISCED level 1 only] Children transitioning from <ISCED 2011 Level 0> to <ISCED 2011 Level 1> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21R
s) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G21S

TQ\_21 (LRN) / TQ\_21 (ISCED1) (LRN)

**22. Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?**  
*TT4G22*

*Please mark one choice.*

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

*TQ\_22 (LRN)*

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Builds on my prior knowledge .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23A</i>
b) Adapts to my personal development needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23B</i>
c) Provides a coherent structure .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23C</i>
d) Focuses on content needed to teach my subject .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23D</i>
e) Provides opportunities for my active learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23E</i>
f) Provides opportunities for collaborative sharing of ideas .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23F</i>
g) Provides opportunities to practise/apply new ideas and knowledge in my own classroom .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23G</i>
h) Provides opportunities for reflection about my teaching .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23H</i>
i) Provides follow-up activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23I</i>
j) Addresses my school's needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23J</i>
k) Involves most colleagues from this school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23K</i>
l) Takes place over an extended period of time (e.g. several weeks or longer) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<i>TT4G23L</i>

*TQ\_23 (Version C) (LRN)*

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

*Please mark one choice in each row.*

	No need at present	Low level of need	Moderate level of need	High level of need	
a) Knowledge and understanding of my subject field(s) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24A
b) The pedagogy of the subject matter(s) I teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24B
c) Knowledge of the curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24C
d) Student assessment practices .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24D
e) Pedagogical skills for incorporating <digital resources and tools> into teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24E
f) Technical skills for the use of <digital resources and tools> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24F
g) Skills for using artificial intelligence for teaching and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24G
h) Classroom management for student behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24H
i) School management and administration .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24I
j) Approaches to individualised learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24J
k) Teaching students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24K
l) Teaching in a multicultural or multilingual setting .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24L
m) Analysis and use of student assessments.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24M
n) Teacher-parent/guardian co-operation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24N
o) Methods for supporting students' social and emotional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24O
p) Knowledge and understanding of environmental sustainability .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24P
q) [ISCED level 1 only] Play and peer interaction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24Q
r) [ISCED level 1 only] Children transitioning from <ISCED 2011 Level 0> to <ISCED 2011 Level 1> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G24R

TQ\_24 (LRN) / TQ\_24 (ISCED1) (LRN)

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority). .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25A
b) Professional learning is too expensive. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25B
c) There is a lack of employer support. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25C
d) Professional learning conflicts with my work schedule. .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25D
e) I do not have time due to other commitments or responsibilities. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25E
f) There is no relevant professional learning offered. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25F
g) There are no incentives for participating in professional learning. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25G
h) Professional learning is not accessible due to distance. .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25H
i) Professional learning is not accessible due to inadequate digital resources. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G25I

TQ\_25 (LRN)

## Teaching in General

TQ\_Headline\_Teaching\_in\_General

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

Please mark one choice in each row.

	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more	
a) Teach jointly as a team in the same class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26A
b) Observe other teachers' classes and provide feedback .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26B
c) Engage in joint activities across different classes and age groups (e.g. projects) ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26C
d) Exchange teaching materials with colleagues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26D
e) Engage in discussions about the learning development of specific students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26E
f) Work with other teachers in this school to ensure common standards in evaluations for assessing student progress .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26F
g) Take part in collaborative professional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26G
h) Collaborate with parents or guardians to enrich students' learning activities in general .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	TT4G26H

TQ\_26



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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Get students to believe they can do well in school work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27A
b) Help students value learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27B
c) Craft good questions for students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27C
d) Control disruptive behaviour in the classroom .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27D
e) Motivate students who show low interest in school work	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27E
f) Make my expectations about student behaviour clear ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27F
g) Help students think critically .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27G
h) Get students to follow classroom rules .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27H
i) Calm a student who is disruptive or noisy .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27I
j) Use a variety of assessment strategies .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27J
k) Provide an alternative explanation, for example when students are confused .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27K
l) Vary instructional strategies in my classroom .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27L
m) Support student learning through the use of <digital resources and tools> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27M
n) Help every student progress .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27N
o) Reduce achievement gaps among students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27O
p) Support students' social and emotional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27P
q) Support students' learning about environmental sustainability .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27Q
r) [ISCED level 1 only] Help children prepare for starting <ISCED 2011 Level 1> school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G27R

TQ\_27 / TQ\_27 (ISCED1)

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

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Adapt my teaching to the cultural diversity of students..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28A
b) Ensure that students with and without a migrant background work together .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28B
c) Raise awareness for cultural differences amongst students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28C
d) Reduce ethnic stereotyping amongst students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28D
e) Ensure that students with different cultural or ethnic backgrounds work together .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28E
f) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28F
g) Use examples that are familiar to students from diverse cultural backgrounds .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G28G

TQ\_28 (Version A)

**29. In which language(s) do you regularly read, write or communicate?**

*Please mark as many choices as appropriate.*

- ☐<sub>1</sub> <Language A> TT4G29A
- ☐<sub>1</sub> <Language B> TT4G29B
- ☐<sub>1</sub> <Language C> TT4G29C
- ☐<sub>1</sub> <Language D> TT4G29D
- ☐<sub>1</sub> <...> TT4G29E
- ☐<sub>1</sub> Other, please specify TT4G29F

TT4G29G

TQ\_29

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Everyone has certain amount of intelligence and no one can really do much to change it. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G30A
b) People's intelligence is something about them that they can't change very much. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G30B
c) Someone can learn new things, but they can't really change their basic intelligence. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G30C

TQ\_30 (Version A)

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

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with special education needs in the classroom .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G31A
b) Get parents/guardians involved in school activities of their children with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G31B
c) Collaborate with other professionals (e.g. specialist teachers, speech pathologists) in designing educational plans for students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G31C
d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G31D
e) Design learning tasks to accommodate students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G31E
f) Adapt <state, province, regional>-wide assessment so that all students with special education needs can be assessed .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G31F

TQ\_31

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I am comfortable providing instruction on social and emotional skills to students. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G32A
b) Taking care of students' social and emotional needs comes naturally to me. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G32B
c) <b>&lt;Informal lessons&gt;</b> in social and emotional learning are part of my regular teaching practice. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G32C

TQ\_35

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

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Identify <b>&lt;digital resources and tools&gt;</b> to support the subject(s) I teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 A
b) Use <b>&lt;digital resources and tools&gt;</b> to present concepts in a different way to my students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 B
c) Choose <b>&lt;digital resources and tools&gt;</b> that enhance students' learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 C
d) Adapt the use of <b>&lt;digital resources and tools&gt;</b> to different teaching activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 D
e) Explain to students the potential risks of using <b>&lt;digital resources and tools&gt;</b> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 E
f) Communicate with parents using <b>&lt;digital resources and tools&gt;</b> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 F
g) Learn to use technology that is new to me .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G33 G

TQ\_37

**34. Thinking about the use of <digital resources and tools> for student learning, how strongly do you agree or disagree with the following statements?**

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) The use of <digital resources and tools> helps students develop greater interest in learning. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 A
b) The use of <digital resources and tools> helps students develop skills to plan and monitor their work. .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 B
c) The use of <digital resources and tools> helps improve students' academic performance. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 C
d) The use of <digital resources and tools> distracts students from learning. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 D
e) The use of <digital resources and tools> limits the amount of face-to-face communication among students. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 E
f) Frequent use of <digital resources and tools> negatively impacts students' well-being. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 F
g) The use of <digital resources and tools> results in students submitting Internet content as their own work. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 G
h) The use of <digital resources and tools> helps students collaborate on tasks efficiently. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G34 H

TQ\_38

**35. Thinking about the use of artificial intelligence in education, how strongly do you agree or disagree with the following statements?**

*'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.*

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know	
a) Artificial intelligence helps teachers write or improve lesson plans. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 A
b) Artificial intelligence enables teachers to adapt learning material to different students' abilities. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 B
c) Artificial intelligence assists teachers in supporting students individually. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 C
d) Artificial intelligence supports students with specific needs (e.g. multilingual learners, students with special education needs). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 D
e) Artificial intelligence helps teachers automate administrative tasks. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 E
f) Artificial intelligence enables students to misrepresent others' work as their own. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 F
g) Artificial intelligence makes recommendations that may not be appropriate or correct. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 G
h) Artificial intelligence amplifies biases that reinforce students' misconceptions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 H
i) Artificial intelligence jeopardises the privacy and security of student data. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 I
j) Artificial intelligence suggests unsuitable pedagogical approaches that teachers would use with students. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	TT4G35 J

TQ\_38\_a

**36. During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?** TT4G36

*Please mark one choice.*

☐<sub>1</sub> Yes → Please go to Question [37].

☐<sub>2</sub> No → Please go to Question [38].

TQ\_39\_a

**37. Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning?**

*Please mark one choice in each row.*

	Yes	No	
a) To assess or mark student work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 A
b) To efficiently learn about and summarise a topic .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 B
c) To generate lesson plans or activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 C
d) To support students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 D
e) To automatically adjust the difficulty of lesson materials according to students' learning needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 E
f) To generate text for student feedback or parent/guardian communications .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 F
g) To review data on student participation or performance .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 G
h) To help students practice new skills in real-life scenarios (e.g., foreign language learning, creative writing, computer coding, problem solving) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 H
i) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G37 I

TQ\_40\_a

**Please go to Question [39].**

**38. Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning?**

*Please mark one choice in each row.*

	Yes	No	
a) My school lacks the <digital tools and resources> infrastructure to use artificial intelligence. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G38A
b) I do not have the knowledge and skills to teach using artificial intelligence. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G38B
c) I do not believe we should use artificial intelligence in teaching. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G38C
d) My school does not allow the use of artificial intelligence in teaching. ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G38D
e) I feel overwhelmed by integrating new technologies in my teaching. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G38E
f) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G38F

TQ\_41\_a

## Education and Environmental Sustainability

The following section includes questions related to 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.

TQ\_Headline\_Education\_and\_Sustainability

### 39. To what extent can you do the following activities related to environmental sustainability?

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Work with other teachers at this school to improve teaching about environmental sustainability .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 A
b) Work with experts (e.g. scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about environmental sustainability challenges .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 B
c) Empower students to adopt pro-environmental behaviours (e.g. reduced consumption, ethical consumption, reusing, recycling) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 C
d) Empower students to participate in activities in favour of environmental protection (e.g. writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 D
e) Help students identify misconceptions and disinformation about environmental sustainability issues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 E
f) Attend to students' concern about the future of our environment .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 F
g) Help students translate their knowledge on climate change into actions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G39 G

TQ\_39



**40. Thinking about climate change, how strongly do you agree or disagree with the following statements?**

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I feel confident in my ability to answer students' questions about climate change. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G40 A
b) I have the resources I need to teach about climate change. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G40 B
c) I worry about parent or guardian complaints with respect to teaching about climate change. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G40 C
d) I am comfortable providing instruction on climate change. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G40 D
e) My <school management team> encourages us to empower students to take action on climate change. .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G40 E

TQ\_40

**41. On average, which of the following statements best describe your teaching about climate change, its causes and impacts on our environment, economy and society?** TT4G41

*Please mark one choice.*

- ☐<sub>1</sub> I don't teach about climate change in my lessons.
- ☐<sub>2</sub> I mention climate change in my lessons.
- ☐<sub>3</sub> I teach 1-2 lessons on climate change.
- ☐<sub>4</sub> I teach a module/unit (at least 3-4 lessons) on climate change.
- ☐<sub>5</sub> I teach a special lesson dedicated to climate change.

TQ\_41

**If you did not answer 'I don't teach about climate change in my lessons' or 'I mention climate change in my lessons'→ Please go to Question [43].**

**42. Are the following reasons why you don't teach lessons about climate change?**

*Please mark one choice in each row.*

	Yes	No	
a) It's not related to the subject(s) I teach. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42A
b) Students are too young. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42B
c) I don't know enough about it. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42C
d) I don't have the materials needed to teach the subject. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42D
e) I don't believe in climate change. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42E
f) My <school management team> does not allow it. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42F
g) Students have already learned about it in school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42G
h) The curriculum is not flexible enough. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42H
i) Assessments do not include climate change. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42I
j) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G42J

TQ\_42

**43. To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy and society?** TT4G43

*Please mark one choice.*

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

TQ\_43

**44. How concerned are you personally about climate change?** TT4G44

*Please mark one choice.*

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

TQ\_44

**45. 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? TT4G45**

*Please mark one choice.*

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

*TQ\_45*

## Teaching in the <Target Class>

In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one <class>.

The following questions ask you about a particular <class> that you teach. The <class> that we would like you to respond to is the first <ISCED 2011 Level x> <class> that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> at <ISCED 2011 Level x> on Tuesday, this can be a class taught on a day following the last Tuesday.

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

TQ\_Hheadline\_Teaching in\_Class

**46. How many students are currently enrolled in this <target class>?** TT4G46

Please write a number.

Students

TQ\_46

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

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

*Students may fall into multiple categories.*

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

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

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

*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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47A
b) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these language(s) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47B
c) Low academic achievers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47C
d) Academically gifted students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47D
e) Students with special education needs ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47E
f) Students with behavioural problems .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47F
g) Students from <socio-economically disadvantaged homes> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47G
h) Students belonging to <ethnic/national minorities or Indigenous communities> .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47H
i) Male students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47I
j) Students who are immigrants or with migrant background (not including refugees) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47J
k) Students who are refugees .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	TT4G47K

TQ\_47

48. **[ISCED level 2 and 3 only]** Into which subject category does this **<target class>** primarily fall? TT4G48A

**[ISCED level 1 only]** Into which subject categories does this **<target class>** primarily fall?

**[ISCED level 2 and 3 only]** Please mark one choice.

**[ISCED level 1 only]** Your lessons in the **<target class>** may fall into multiple subject categories. Please mark as many choices as appropriate.

- |  |  |          |
|--|--|----------|
| <input type="checkbox"/> <sub>1</sub>  | Reading, writing and literature<br><i>Includes reading and writing (and literature) in the mother tongue, in the language of, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature</i>   | TT4G48BA |
| <input type="checkbox"/> <sub>2</sub>  | Mathematics<br><i>Includes mathematics, mathematics with statistics, geometry, algebra, etc.</i>   | TT4G48BB |
| <input type="checkbox"/> <sub>3</sub>  | Science<br><i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry</i>   | TT4G48BC |
| <input type="checkbox"/> <sub>4</sub>  | Social studies<br><i>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</i>  | TT4G48BD |
| <input type="checkbox"/> <sub>5</sub>  | Modern foreign languages<br><i>Includes languages different from the language of instruction</i>   | TT4G48BE |
| <input type="checkbox"/> <sub>6</sub>  | Ancient Greek and/or Latin   | TT4G48BF |
| <input type="checkbox"/> <sub>7</sub>  | Technology<br><i>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</i>   | TT4G48BG |
| <input type="checkbox"/> <sub>8</sub>  | Arts<br><i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</i>  | TT4G48BH |
| <input type="checkbox"/> <sub>9</sub>  | Physical education<br><i>Includes physical education, gymnastics, dance, health</i>  | TT4G48BI |
| <input type="checkbox"/> <sub>10</sub> | Religion and/or ethics<br><i>Includes religion, history of religions, religion culture, ethics</i>   | TT4G48BJ |
| <input type="checkbox"/> <sub>11</sub> | Practical and vocational skills<br><i>Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</i> | TT4G48BK |
| <input type="checkbox"/> <sub>12</sub> | Other<br><i>TQ_48 / TQ_48 (ISCED1)</i>   | TT4G48BL |

49. Was this primary subject category of the <target class> included in your formal <education or training>? TT4G49

Please mark one choice.

- ☐<sub>1</sub> Yes  
☐<sub>2</sub> Somewhat  
☐<sub>3</sub> No

TQ\_49

50. For this <target class>, what percentage of <class> time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

- a)     % Administrative tasks (e.g. recording attendance, handing out school information/forms) TT4G50A
- b)     % Keeping order in the classroom (maintaining discipline) TT4G50B
- c)     % Actual teaching and learning TT4G50C

**100                  %    Total**

TQ\_50

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

*Please mark one choice in each row.*

	Never or almost never	Occasionally	Frequently	Always	
a) I present a summary of recently learned content. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51A
b) I set goals at the beginning of a lesson or a unit. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51B
c) I explain what I expect the students to learn. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51C
d) I explain how new and old topics are related. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51D
e) I present tasks for which there is no obvious solution. .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51E
f) I give tasks that require students to think critically. ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51F
g) I have students work in small groups to come up with a joint solution to a problem or task. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51G
h) I ask students to decide on their own procedures for solving complex tasks. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51H
i) I tell students to follow classroom rules. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51I
j) I tell students to listen to what I say. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51J
k) I calm students who are disruptive. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51K
l) When the lesson begins, I tell students to quieten down quickly. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51L
m) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51M
n) I give students projects that require at least one week to complete. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51N
o) I encourage students to question and critique arguments made by other students. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G51O

TQ\_52



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

*Please mark one choice in each row.*

	Never or almost never	Occasionally	Frequently	Always	
a) Use <digital resources and tools> to present information through direct instruction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52A
b) Replace printed materials with digital versions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52B
c) Provide digital feedback on student work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52C
d) Download lesson plans from the Internet for use in the classroom .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52D
e) Use <digital resources and tools> to enable collaboration with other classrooms, schools, or experts outside of this school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52E
f) Use <digital resources and tools> to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52F
g) Support collaboration among students using <digital resources and tools> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52G
h) Use <digital resources and tools> that provide personalised learning paths for students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52H
i) Use <digital resources and tools> to assess student learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52I
j) Provide <digital resources and tools> that allow students to plan and monitor their own learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52J
k) Give students problems that can only be solved by using <digital resources and tools> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G52K

TQ\_53

**53. How often do you use the following methods of assessing student learning in the <target class>?**

*Please mark one choice in each row.*

	Never or almost never	Occasionally	Frequently	Always	
a) I administer an assessment at the end of a unit or block of lessons. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G53A
b) I give a <u>&lt;mark, e.g. numeric score, letter grade, smiley face&gt;</u> to communicate to students how they performed in relation to their classmates. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G53B
c) I provide oral or written feedback to indicate areas for improvement. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G53C
d) I ask students to assess their own progress. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G53D
e) I observe students when working on particular tasks and provide immediate feedback. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G53E
f) I use assessments to check whether students have learned the material presented. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G53F

TQ\_54

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) There is much disruptive noise and disorder. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G54A
b) I have to wait a long time for students to quiet down. ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G54B
c) Many students don't start working for a long time after the lesson begins. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G54C
d) I lose quite a lot of time because students interrupt the lesson. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G54D

TQ\_55

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

*Please mark one choice in each row.*

	Never or almost never	Occasionally	Frequently	Always	
a) I consider students' prior knowledge and needs when planning a lesson. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G55A
b) I point students to different materials for learning depending on their needs. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G55B
c) I change my way of explaining when a student has difficulties understanding a topic or task. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G55C
d) I adapt my teaching methods to students' needs. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G55D
e) I ask questions at various difficulty levels to check students' understanding of the subject matter. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G55E

TQ\_56

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

*Please mark one choice in each row.*

	Never or almost never	Occasionally	Frequently	Always	
a) I let students review multiple examples to practice the steps involved in a procedure or skill. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G56A
b) I select tasks for student practice that gradually increase in difficulty. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G56B
c) I prepare students for difficulties that can occur while practicing a procedure or skill. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G56C
d) I let students practise similar tasks until I know that every student has understood the subject matter. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G56D

TQ\_57

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

*Please mark one choice in each row.*

	No autonomy	Limited autonomy	Substantial autonomy	Full autonomy	
a) Implementing the curriculum in a flexible way .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G57A
b) Selecting teaching methods and strategies .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G57B
c) Choosing assessment activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G57C
d) Selecting learning objectives .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G57D
e) Designing and preparing lessons .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G57E

TQ\_58

**58. Teaching is a complex activity with often competing goals. To what extent have the lessons you taught over the past week in the <target class> achieved the following aims?**

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Presenting the content in a comprehensible way .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58A
b) Engaging students in work that challenges them .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58B
c) Providing students with feedback to support their learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58C
d) Offering students opportunities to practise what they learned .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58D
e) Adapting teaching to meet the different needs of students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58E
f) Helping students to manage their own emotions, thoughts, and behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58F
g) Managing student behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G58G

TQ\_59

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Inability to control lighting levels .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G59 A
b) Bad acoustics (hard to hear) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G59 B
c) Inability to control the heating system .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G59 C
d) Poor air quality .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G59 D
e) Inability to adjust the air cooling .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G59 E
f) Lack of access to natural elements (e.g. trees, plants, etc.) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G59 F

TQ\_60

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

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Be aware of my students' feelings .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G60 A
b) Show warmth to my students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G60 B
c) Care about the problems of my students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G60 C
d) Be empathetic towards my students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G60 D
e) Care about the social and emotional problems of my students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G60 E

TQ\_61

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

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always	
a) Understanding their own emotions, thoughts, or behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G61 A
b) Managing their own emotions, thoughts, or behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G61 B
c) Understanding the perspectives of others .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G61 C
d) Empathising with others .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G61 D
e) Establishing and maintaining healthy relationships with others .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G61 E
f) Making caring and constructive choices about their personal actions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G61 F

TQ\_62

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

TQ\_Headline\_Scenarios

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

**What would you do?**

Please mark one choice in each row.

	Would not do	Probably would not do	Probably would do	Would do	
a) Monitor his behaviour over the next 2 weeks to see if it improves .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G62 A
b) Arrange a meeting with your colleague in order to talk about the strategies they have used to encourage more positive behaviour from him .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G62 B
c) Have a discussion with him after your next lesson to investigate reasons for his limited engagement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G62 C
d) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G62 D

TQ\_64 (M)

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

**What would you do?**

*Please mark one choice in each row.*

	Would not do	Probably would not do	Probably would do	Would do	
a) Identify a role that she can focus on when working in a group .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G63A
b) Start the lesson by clarifying expectations and responsibilities of being a fair group member .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G63B
c) Encourage her by commenting on her ability to contribute fairly to the group .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G63C
d) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G63D

TQ\_67 (F)

## School Climate

TQ\_Hheadline School Climate

### 64. 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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64A
b) This school provides parents or guardians with opportunities to actively participate in school decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64B
c) This school provides students with opportunities to actively participate in school decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64C
d) There is a collaborative school culture which is characterised by mutual support. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64D
e) The school staff share a common set of beliefs about teaching and learning. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64E
f) The school staff enforces rules for student behaviour consistently throughout the school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64F
g) This school encourages staff to lead new initiatives. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64G
h) Teachers can rely on each other. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64H
i) Teachers take leadership roles in promoting a professional learning community. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64I
j) Teachers initiate and lead collaborative activities. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64J
k) Teachers lead their professional growth and development activities whenever possible. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64K
l) Teachers participate in non-teaching school events and projects. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G64L

TQ\_69



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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Teachers and students usually get on well with each other. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G65A
b) Most teachers believe that the students' well-being is important. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G65B
c) Most teachers are interested in what students have to say. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G65C
d) If a student needs extra assistance, the school provides it. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G65D

TQ\_70

**66. Thinking about the principal at this school, how strongly do you agree or disagree with the following statements?**

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) The principal has a clear vision for this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66A
b) The principal encourages co-operation among teachers to develop new teaching practices. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66B
c) The principal ensures that teachers take responsibility for improving their teaching skills. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66C
d) The principal ensures that teachers feel responsible for their students' learning outcomes. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66D
e) The principal encourages all staff to have a say on important decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66E
f) The principal has good professional relationships with staff. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66F
g) The principal has good professional relationships with parents or guardians. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66G
h) The principal has good professional relationships with students. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66H
i) The principal ensures that teachers' performance is monitored effectively. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66I
j) The principal provides useful feedback to teachers and staff. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G66J

TQ\_71

**67. Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements?**

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Teachers can rely on the <school management team> for professional support. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G67 A
b) The principal has confidence in the expertise of the teachers. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G67 B
c) Students can be counted on to do their school work. ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G67 C
d) Students can be counted on to do their homework. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G67 D

TQ\_73

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

'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' results). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

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

Please mark as many choices as appropriate in each row.

	External individuals or bodies	School principal or member(s) of the <school management team>	Other colleagues within the school (not a part of the <school management team>)	I have never received this feedback in this school.
a) Observation of my classroom teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
	TT4G68A 1	TT4G68A 2	TT4G68A 3	TT4G68A 4
b) Student survey responses related to my teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
	TT4G68B 1	TT4G68B 2	TT4G68B 3	TT4G68B 4
c) Assessment of my content knowledge .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
	TT4G68C 1	TT4G68C 2	TT4G68C 3	TT4G68C 4
d) External results of students I teach (e.g. national test scores) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
	TT4G68 D1	TT4G68 D2	TT4G68 D3	TT4G68 D4
e) School-based and classroom-based results (e.g. performance results, project results, test scores) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
	TT4G68E 1	TT4G68E 2	TT4G68E 3	TT4G68E 4
f) Self-assessment of my work (e.g. presentation of a portfolio assessment, analysis of my teaching using video) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
	TT4G68F 1	TT4G68F 2	TT4G68F 3	TT4G68F 4

TQ\_33

**If you answered 'I have never received this feedback in this school' to all of the above → Please go to Question [70].**

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

*Please mark one choice in each row.*

	Yes	No	
a) Knowledge and understanding of my field(s) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69A
b) Pedagogical competencies in teaching my subject .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69B
c) Use of student assessments to improve student learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69C
d) Classroom management for student behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69D
e) Methods for teaching students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69E
f) Methods for teaching in a multicultural or multilingual setting .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69F
g) Methods for teaching with <digital resources and tools> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69G
h) Methods for supporting students' social and emotional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69H
i) Methods for engaging students with environmental sustainability concepts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G69I

TQ\_34

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Teachers at this school make it clear to students that bullying is not tolerated. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G70A
b) At this school, students tell teachers when other students are being bullied. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G70B
c) There are adults at this school students could turn to if they had a personal problem. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G70C
d) The teachers at this school are genuinely concerned about the students. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G70D
e) Bullying among students is a problem at this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G70E

TQ\_74

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Students at this school get teased about their clothing or physical appearance. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G71A
b) Students at this school get put down because of their ethnicity. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G71B
c) Students at this school get teased about their gender expression and sexuality (e.g. comments about students not acting "masculine" or "feminine" enough, homophobic or transphobic remarks). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G71C
d) There are adults at this school that students belonging to <ethnic/national minorities or Indigenous communities> could turn to if they were discriminated against. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G71D
e) There are adults at this school students could turn to if they were discriminated against based on gender expressions and sexuality. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G71E

TQ\_75

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) Too many change initiatives are introduced at this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G72 A
b) I am tired of all the changes in this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G72 B
c) We are asked to change too many things in this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G72 C
d) It feels like we are always being asked to change something around here. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G72 D
e) I would like to see a period of stability before we change anything else in this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G72 E
f) I am asked to implement change initiatives without the necessary resources. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G72 F

TQ\_76

## Occupational Perceptions

TQ\_Headline\_ Occupational Perceptions

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

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance	
a) Teaching suits my abilities. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73A
b) Teaching is a secure job. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73B
c) Working hours fit with my family responsibilities. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73C
d) Teaching has commitment flexibility (travel, part-time, family commitments). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73D
e) Teaching allows me to influence the next generation. ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73E
f) Teaching allows me to work against social disadvantage. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73F
g) Teaching makes a worthwhile social contribution.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73G
h) I like working with children/adolescents. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73H
i) Teaching allows me to exercise autonomy. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G73I

TQ\_77

### 74. For how many more years do you want to continue to work as a teacher? TT4G74

Please write a number.

Years

TQ\_78

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

*Please mark one choice in each row.*

	Not at all likely	Not very likely	Likely	Very likely	
a) A non-teaching position within education .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G75 A
b) A job outside of education .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G75 B
c) Further education or training .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G75 C
d) Personal or family reasons .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G75 D
e) Retirement from work sector .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G75 E

TQ\_79

**76. In your experience as a teacher at this school, to what extent do the following occur?**

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) I experience stress in my work. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G76A
b) My job leaves me time for my personal life. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G76B
c) My job negatively impacts my mental health. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G76C
d) My job negatively impacts my physical health. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G76D

TQ\_80

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot	
a) Having too much lesson preparation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77A
b) Having too many lessons to teach .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77B
c) Having too much marking .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77C
d) Having too much administrative work to do (e.g. filling out forms) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77D
e) Having extra duties due to absent teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77E
f) Being held responsible for students' achievement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77F
g) Maintaining classroom discipline .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77G
h) Being intimidated or verbally abused by students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77H
i) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77I
j) Addressing parent or guardian concerns .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77J
k) Modifying lessons for students with special education needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77K
l) Being held responsible for students' social and emotional well-being .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77L
m) Keeping up with curriculum or programme changes in this school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77M
n) Having too much work on diversity and equity issues, concerns, or conflicts .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77N
o) Having to adapt my work due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77O
p) Keeping up with professional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G77P

TQ\_81



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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) The advantages of being a teacher clearly outweigh the disadvantages. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78A
b) If I could decide again, I would still choose to work as a teacher. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78B
c) I would like to change to another school if that were possible. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78C
d) I regret that I decided to become a teacher. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78D
e) I enjoy working at this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78E
f) I wonder whether it would have been better to choose another profession. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78F
g) I would recommend this school as a good place to work. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78G
h) I think that the teaching profession is valued in society. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78H
i) I am satisfied with my performance in this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78I
j) All in all, I am satisfied with my job. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G78J

TQ\_82

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I am satisfied with the salary I receive for my work. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79A
b) Apart from my salary, I am satisfied with the terms of my teaching <b>&lt;contract/employment&gt;</b> (e.g. benefits, work schedule). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79B
c) Teachers are valued by students in this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79C
d) Teachers are valued by parents/guardians in this school. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79D
e) Teachers' views are valued by policymakers in this <b>&lt;country/region&gt;</b> . ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79E
f) Teachers can influence educational policy in this <b>&lt;country/region&gt;</b> . ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79F
g) Teachers are valued in the media in this <b>&lt;country/region&gt;</b> . ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G79G

TQ\_83

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

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I like the subject(s) that I teach. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G80 A
b) I often feel happy while I teach. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G80 B
c) I generally teach with enthusiasm. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G80 C
d) The interesting challenges of teaching give me satisfaction. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	TT4G80 D

TQ\_84

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

TT4G81

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TQ\_85 (Version A)

## Teacher Mobility

TQ\_Headline\_Teacher Mobility

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

Please mark one choice in each row.

	Yes	No	
a) As a student, as part of my teacher <education or training> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G82A
b) As a teacher in an EU programme (e.g. Erasmus+ programme/Comenius) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G82B
c) As a teacher in a regional or national programme .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G82C
d) As a teacher, as arranged by a school or school district .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G82D
e) As a teacher, by my own initiative .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G82E

TQ\_86

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

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

Please mark one choice in each row.

	Yes	No	
a) Studying, as part of my teacher education .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83A
b) Language learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83B
c) Learning of other subject areas .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83C
d) Accompanying visiting students .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83D
e) Establishing contact with schools abroad .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83E
f) Teaching .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83F
g) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	TT4G83G

TQ\_87

### 84. In total, how long have you stayed abroad for professional purposes? TT4G84

Please mark one choice.

- ☐<sub>1</sub> Less than one month
- ☐<sub>2</sub> One to two months
- ☐<sub>3</sub> Three to twelve months
- ☐<sub>4</sub> More than a year

TQ\_88

**This is the end of the questionnaire.**

**Thank you very much for your participation!**

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