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

Principal Questionnaire

[<ISCED level x> or PISA schools]

Main Study Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Statistics Canada, Canada

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) 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) and [Name of country], along with more than 30 other countries, is taking part in the survey.

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

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

Confidentiality

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

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 30 to 45 minutes to complete.
- <When questions refer to 'this school' we mean by 'school': national school definition.>
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

Thank you very much for your participation!

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

1. Are you female or male?

- TC2G01 ₁ Female
₂ Male

2. How old are you?

- TC2G02 *Please write a number.*
[] [] Years

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

- TC2G03 *Please mark one choice.*
- ₁ <Below ISCED Level 5>
 - ₂ <ISCED Level 5B>
 - ₃ <ISCED Level 5A>
 - ₄ <ISCED Level 6>

4. How many years of work experience do you have?

*Please write a number in each row. Write 0 (zero) if none.
Count part of a year as 1 year.*

- TC2G04A a) [] [] Year(s) working as a principal at this school
- TC2G04B b) [] [] Year(s) working as a principal in total
- TC2G04C c) [] [] Year(s) working in other school management roles (do not include years working as a principal)
- TC2G04D d) [] [] Year(s) working as a teacher in total (include any years of teaching)
- TC2G04E e) [] [] Year(s) working in other jobs

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

Please mark one choice.

- TC2G05 ₁ Full-time (90% or more of full-time hours) without teaching obligation
₂ Full-time (90% or more of full-time hours) with teaching obligation
₃ Part-time (less than 90% of full-time hours) without teaching obligation
₄ Part-time (less than 90% of full-time hours) with teaching obligation

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

Please mark one choice in each row.

		Before	After	Before and after	Never
TC2G06A	a) School administration or principal training programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G06B	b) Teacher training/education programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G06C	c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

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

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

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

		(A) Participation		(B) Duration in days
		Yes	No	
TC2G07A1-A2	a) In a professional network, mentoring or research activity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
TC2G07B1-B2	b) In courses, conferences or observational visits	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
TC2G07C1-C2	c) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G08A	a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08B	b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08C	c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08D	d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08E	e) I do not have time because of family responsibilities. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08F	f) There is no relevant professional development offered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08G	g) There are no incentives for participating in such activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

9. Which best describes this school's location?

Please mark one choice.

- TC2G09
- ₁ [Hamlet or rural area] (1,000 people or fewer)
 - ₂ [Village] (1,001 to 3,000 people)
 - ₃ [Small town] (3,001 to 15,000 people)
 - ₄ [Town] (15,001 to 100,000 people)
 - ₅ [City] (100,001 to 1,000,000 people)
 - ₆ [Large city] (more than 1,000,000 people)

10. Is this school publicly- or privately-managed?

Please mark one choice.

- TC2G10
- ₁ Publicly-managed
This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.
 - ₂ Privately-managed
This is a school managed by a non-government organisation; e.g. a {church,} trade union, business or other private institution.

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

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| TC2G11A a) 50% or more of the school's funding comes from the <government>. Includes departments, municipal, local, regional, state and national | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TC2G11B b) Teaching personnel are funded by the <government>. Includes departments, municipal, local, regional, state and national | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Staff may fall into multiple categories.

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

- TC2G12A a) Teachers, irrespective of the grades/ages they teach
Those whose main professional activity at this school is the provision of instruction to students
- TC2G12B b) Personnel for pedagogical support, irrespective of the grades/ages they support
Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists {and nurses}
- TC2G12C c) School administrative personnel
Including receptionists, secretaries, and administration assistants
- TC2G12D d) School management personnel
Including principals, assistant principals, and other management staff whose main activity is management
- TC2G12E e) Other staff

13. Are the following <ISCED levels> and/or programmes taught in this school and, if yes, are there other schools in your location that compete for students at that level and/or programme?

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

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

		(A) Level/programme taught		(B) Competition		
		Yes	No	Two or more other schools	One other school	No other schools
TC2G13A1-A2	a) <ISCED Level 0>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13B1-B2	b) <ISCED Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13C1-C2	c) <ISCED Level 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13D1-D2	d) <ISCED Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13E1-E2	e) <ISCED Level 3> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

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

TC2G14

Please write a number.

□□□□ Students

15. Please **estimate** the broad percentage of [**<ISCED level x> or 15-year-old**] students in this school who have the following characteristics.

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

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

Students may fall into multiple categories. Please mark one choice in each row.

		None	1% to 10%	11% to 30%	31% to 60%	More than 60%
TC2G15A	a) Students whose first language is different from the language(s) of instruction or from a dialect of this/these languages(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G15B	b) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G15C	c) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

School Leadership

16. Do you have a school management team?

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

Please mark one choice.

TC2G16

₁ Yes

₂ No → Please go to Question [18].

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

Please mark one choice in each row.

		Yes	No
TC2G17A	a) You, as principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17B	b) [Vice/deputy principal or assistant principal]	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17C	c) Financial manager	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17D	d) Department heads	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17E	e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17F	f) Representative(s) from school <governing boards>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17G	g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17H	h) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17I	i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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

Please mark as many choices as appropriate in each row.

		You, as principal	Other members of the school management team	Teachers (not as a part of the school management team)	School <governing board>	<Local, municipality /regional, state, or national/federal> authority
TC2G18A1-A5	a) Appointing or hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18B1-B5	b) Dismissing or suspending teachers from employment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18C1-C5	c) Establishing teachers' starting salaries, including setting payscales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18D1-D5	d) Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18E1-E5	e) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18F1-F5	f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18G1-G5	g) Establishing student assessment policies, including <national/regional> assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18H1-H5	h) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18I1-I5	i) Choosing which learning materials are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18J1-J5	j) Determining course content, including <national/regional> curricula	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18K1-K5	k) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

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

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

Please ensure that responses add up to 100%.

TC2G19A	a) <input style="width: 40px; height: 20px;" type="text"/> %	Administrative and leadership tasks and meetings <i>Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, regional, state, or national education officials</i>
TC2G19B	b) <input style="width: 40px; height: 20px;" type="text"/> %	Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development</i>
TC2G19C	c) <input style="width: 40px; height: 20px;" type="text"/> %	Student interactions <i>Including counselling and conversations outside structured learning activities, discipline</i>
TC2G19D	d) <input style="width: 40px; height: 20px;" type="text"/> %	Parent or guardian interactions <i>Including formal and informal interactions</i>
TC2G19E	e) <input style="width: 40px; height: 20px;" type="text"/> %	Interactions with local and regional community, business and industry
TC2G19F	f) <input style="width: 40px; height: 20px;" type="text"/> %	Other
<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>		
100 % Total		

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

If you have not been a principal in this school for 12 months, please indicate if you engaged in the following since you started working as a principal in this school.

Please mark one choice in each row.

		Yes	No
TC2G20A	a) I used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G20B	b) I worked on a professional development plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please mark one choice in each row.

		Never or rarely	Sometimes	Often	Very often
TC2G21A	a) I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21B	b) I observed instruction in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21C	c) I took actions to support co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21D	d) I took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21E	e) I took actions to ensure that teachers feel responsible for their students' learning outcomes. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21F	f) I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21G	g) I checked for mistakes and errors in school administrative procedures and reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21H	h) I resolved problems with the lesson timetable in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21I	i) I collaborated with principals from other schools. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G22A	a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22B	b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22C	c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22D	d) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22E	e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. Do you have a school <governing board>?

Please mark one choice.

TC2G23 ₁ Yes

₂ No → Please go to Question [25].

24. Are the following currently represented on this school's <governing board>?

Please mark one choice in each row.

		Yes	No
TC2G24A	a) Representatives of a <local, municipality/regional, state, or national/federal> authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24B	b) Members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24C	c) School administrative personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24D	d) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24E	e) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24F	f) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24G	g) Trade unions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24H	h) Representatives of business {labour market institutions, a church,} or other private institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G24I	i) Others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please mark one choice in each row.

		Yes	No
TC2G25A	a) Workshops or courses for parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G25B	b) Services to support parents' or guardians' participation, such as providing child care	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G25C	c) Support for parental association(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G25D	d) Parental meeting(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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

Please mark one choice in each row.

		Not at all	Very little	To some extent	A lot
TC2G26A	a) Inadequate school budget and resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26B	b) Government regulation and policy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26C	c) Teachers' absences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26D	d) Lack of parent or guardian involvement and support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26E	e) Teachers' career-based wage system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26F	f) Lack of opportunities and support for my own professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26G	g) Lack of opportunities and support for teachers' professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26H	h) High workload and level of responsibilities in my job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26I	i) Lack of shared leadership with other school staff members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Formal Appraisal

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

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

Please mark one choice in each row.

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

		Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
TC2G27A	a) You, as principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27B	b) Other members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27C	c) Assigned mentors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27D	d) Teachers (who are not part of the school management team)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27E	e) External individuals or bodies (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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

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

Please mark as many choices as appropriate in each row.

		External individuals or bodies	You, as principal	Member(s) of school management team	Assigned mentors	Other teachers (not a part of the management team)	Not used in this school
TC2G28A1-A6	a) Direct observation of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28B1-B6	b) Student surveys about teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28C1-C6	c) Assessments of teachers' content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28D1-D6	d) Analysis of students' test scores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28E1-E6	e) Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28F1-F6	f) Discussion about feedback received by parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

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

Please mark one choice in each row.

		Never	Sometimes	Most of the time	Always
TC2G29A	a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29B	b) A development or training plan is developed for each teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29C	c) If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29D	d) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29E	e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29F	f) A change in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29G	g) A change in the likelihood of a teacher's career advancement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29H	h) Dismissal or non-renewal of contract	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G30A	a) The school staff share a common set of beliefs about schooling/learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30B	b) There is a high level of co-operation between the school and the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30C	c) School staff have an open discussion about difficulties.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30D	d) There is mutual respect for colleagues' ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30E	e) There is a culture of sharing success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30F	f) The relationships between teachers and students are good.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Not at all	Very little	To some extent	A lot
TC2G31A	a) Shortage of qualified and/or [well performing] teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31B	b) Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31C	c) Shortage of vocational teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31D	d) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31E	e) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31F	f) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31G	g) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31H	h) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31I	i) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

By students in this school:

		Never	Rarely	Monthly	Weekly	Daily
TC2G32A	a) Arriving late at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32B	b) Absenteeism (i.e. unjustified absences)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32C	c) Cheating	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32D	d) Vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32E	e) Intimidation or verbal abuse among students (or other forms of non-physical bullying)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32F	f) Physical injury caused by violence among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32G	g) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32H	h) Use/possession of drugs and/or alcohol ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

By teachers in this school:

		Never	Rarely	Monthly	Weekly	Daily
TC2G32I	i) Arriving late at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32J	j) Absenteeism (i.e. unjustified absences)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32K	k) Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Teacher Induction and Mentoring

The following section includes questions on induction and mentoring.

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

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

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

Please mark one choice in each row.

		Yes	No
TC2G33A	a) There is an induction programme for new teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G33B	b) There are <u>informal</u> induction activities for new teachers not part of an induction programme.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G33C	c) There is a general and/or administrative introduction to the school for new teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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

Please mark one choice.

- TC2G34
- ₁ All teachers who are new to this school
- ₂ Only teachers new to teaching

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

Please mark as many choices as appropriate.

- TC2G35A
- TC2G35B
- TC2G35C
- TC2G35D
- TC2G35E
- TC2G35F
- TC2G35G
- TC2G35H
- TC2G35I
- ₁ Mentoring by experienced teachers
- ₁ Courses/seminars
- ₁ Scheduled meetings with principal and/or colleague teachers
- ₁ A system of peer review
- ₁ Networking/virtual communities
- ₁ Collaboration with other schools
- ₁ Team teaching (together with more experienced teachers)
- ₁ A system of diaries/journals, portfolios, etc. to facilitate learning and reflection
- ₁ None of the above

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

Please mark one choice.

TC2G36

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

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

Please mark one choice.

TC2G37

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

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

Please mark one choice in each row.

		Not important at all	Of low importance	Of moderate importance	Of high importance
TC2G38A	a) To improve teachers' pedagogical competence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38B	b) To strengthen teachers' professional identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38C	c) To improve teachers' collaboration with colleagues .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38D	d) To support less experienced teachers in their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38E	e) To expand teachers' main subject(s) knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38F	f) To improve students' general performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Job Satisfaction

39. Finally, 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
TC2G39A	a) The advantages of this profession clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39B	b) If I could decide again, I would still choose this job/position.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39C	c) I would like to change to another school if that were possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39D	d) I regret that I decided to become a principal.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39E	e) I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39F	f) I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39G	g) I think that the teaching profession is valued in society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39H	h) I am satisfied with my performance in this school. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39I	i) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]



[Placeholder for identification label]
(105 x 35 mm)

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

Teacher Questionnaire

[<ISCED level x> or PISA schools]

Main Study Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Statistics Canada, Canada

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) 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) and [Name of country], along with more than 30 other countries, is taking part in the survey.

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

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

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

Confidentiality

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

About the Questionnaire

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

Thank you very much for your participation!

Background Information

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

1. Are you female or male?

- TT2G01 ₁ Female
₂ Male

2. How old are you?

- TT2G02 Please write a number.
[][] Years

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

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

- TT2G03 ₁ Full-time (more than 90% of full-time hours) → Please go to Question [5].
₂ Part-time (71-90% of full-time hours)
₃ Part-time (50-70% of full-time hours)
₄ Part-time (less than 50% of full-time hours)

4. Why do you work part-time?

Please mark one choice.

- TT2G04 ₁ I chose to work part-time.
₂ There was no possibility to work full-time.

5. How many years of work experience do you have?

Please round up to whole years.

- TT2G05A a) [][] Year(s) working as a teacher at this school
TT2G05B b) [][] Year(s) working as a teacher in total
TT2G05C c) [][] Year(s) working in other education roles (do not include years working as a teacher)
TT2G05D d) [][] Year(s) working in other jobs

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

Please mark one choice.

TT2G06

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

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

Please mark one choice.

TT2G07

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

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

Please write a number.

TT2G08

School(s)

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

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

Please mark one choice.

TT2G09

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

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

Please mark one choice.

- TT2G10 ₁ <Below ISCED Level 5>
₂ <ISCED Level 5B>
₃ <ISCED Level 5A>
₄ <ISCED Level 6>

11. Did you complete a <teacher education or training programme>?

Please mark one choice.

- TT2G11 ₁ Yes
₂ No

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

Please mark one choice in each row.

		Yes, for all subject(s) I teach	Yes, for some subject(s) I teach	No
TT2G12A	a) Content of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TT2G12B	b) Pedagogy of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TT2G12C	c) Classroom practice (practicum, internship or student teaching) in the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

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

Please mark one choice in each row.

		Not at all	Somewhat	Well	Very well
TT2G13A	a) Content of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G13B	b) Pedagogy of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G13C	c) Classroom practice in the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark as many choices as appropriate in each row.

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

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

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

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

Social studies: *social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy*

Modern foreign languages: *languages different from the language of instruction*

Ancient Greek and/or Latin

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

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

Physical education: *physical education, gymnastics, dance, health*

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

Practical and vocational skills: *vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft*

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

		In < ISCED Level 4 or 5B >	In < ISCED Level 5A or above >	In <Subject specialisation> as part of the teacher training	At the in-service or professional development stage
TT2G14A1-A4	a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14B1-B4	b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14C1-C4	c) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14D1-D4	d) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14E1-E4	e) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14F1-F4	f) Ancient Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14G1-G4	g) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14H1-H4	h) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14I1-I4	i) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14J1-J4	j) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14K1-K4	k) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14L1-L4	l) Interdisciplinary subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14M1-M4	m) Other (please specify below)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14MT					

15. During this current school year, do you teach the subjects below to any < ISCED Level X > / 15-year-old students in this school?

Please mark one choice in each row.

		Yes	No
TT2G15A	a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15B	b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15C	c) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15D	d) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15E	e) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15F	f) Ancient Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15G	g) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15H	h) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15I	i) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15J	j) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15K	k) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15L	l) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

*A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.
Also include tasks that took place during weekends, evenings or other off classroom hours.
Round to the nearest whole hour.*

TT2G16 Hours

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

*Please only count actual teaching time.
Time spent on preparation, marking, etc. will be recorded in Question [18].*

TT2G17 Hours

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

*Also include tasks that took place during weekends, evenings or other off classroom hours. Please exclude all time spent teaching as this was recorded in the previous question.
Rough estimates are sufficient.
If you did not perform the task during the most recent complete calendar week, write 0 (zero).*

TT2G18A a) Individual planning or preparation of lessons either at school or out of school

TT2G18B b) Team work and dialogue with colleagues within this school

TT2G18C c) Marking/correcting of student work

TT2G18D d) Students counselling (including student supervision, virtual counselling, career guidance and delinquency guidance)

TT2G18E e) Participation in school management

TT2G18F f) General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)

TT2G18G g) Communication and co-operation with parents or guardians

TT2G18H h) Engaging in extracurricular activities (e.g. sports and cultural activities after school)

TT2G18I i) Other tasks

Teacher Professional Development

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

Please only consider professional development you have taken after your initial teacher training/education.

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

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

Please mark one choice in each row.

- | | | Yes | No |
|---------|--|---------------------------------------|---------------------------------------|
| TT2G19A | a) I took/take part in an induction programme. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G19B | b) I took/take part in <u>informal</u> induction activities not part of an induction programme. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G19C | c) I took/take part in a general and/or administrative introduction to the school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

20. Are you currently involved in any mentoring activities?

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

Please mark one choice in each row.

- | | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| TT2G20A | a) I presently have an assigned mentor to support me. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G20B | b) I serve as an assigned mentor for one or more teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

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

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

		(A) Participation		(B) Duration in days
		Yes	No	
TT2G21A1-A2	a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
TT2G21B1-B2	b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
TT2G21C1-C2	c) Observation visits to other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
TT2G21D1-D2	d) Observation visits to business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □
TT2G21E1-E2	e) In-service training courses in business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □

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

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

		Yes	No
TT2G21F	f) Qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G21G	g) Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G21H	h) Individual or collaborative research on a topic of interest to you professionally .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G21I	i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

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

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

		(A) Topic		(B) Positive impact			
		Yes	No	No	Small	Moderate	Large
TT2G22A1-A2	a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22B1-B2	b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22C1-C2	c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22D1-D2	d) Student evaluation and assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22E1-E2	e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22F1-F2	f) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22G1-G2	g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22H1-H2	h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22I1-I2	i) Teaching students with special needs (see Question 9 for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22J1-J2	j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22K1-K2	k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22L1-L2	l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22M1-M2	m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22N1-N2	n) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice.

- TT2G23
- ₁ None
- ₂ Some
- ₃ All

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

Please mark one choice in each row.

- | | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| TT2G24A | a) I received scheduled time for activities that took place during regular working hours at this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G24B | b) I received a salary supplement for activities outside working hours. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G24C | c) I received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Please mark one choice in each row.

- | | | Not in any activities | Yes, in some activities | Yes, in most activities | Yes, in all activities |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| TT2G25A | a) A group of colleagues from my school or subject group | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G25B | b) Opportunities for active learning methods (not only listening to a lecturer) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G25C | c) Collaborative learning activities or research with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G25D | d) An extended time-period (several occasions spread out over several weeks or months) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

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

Please mark one choice in each row.

		No need at present	Low level of need	Moderate level of need	High level of need
TT2G26A	a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26B	b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26C	c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26D	d) Student evaluation and assessment practice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26E	e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26F	f) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26G	g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26H	h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26I	i) Teaching students with special needs (see Question 91 for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26J	j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26K	k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26L	l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26M	m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26N	n) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G27A	a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27B	b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27C	c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27D	d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27E	e) I do not have time because of family responsibilities. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27F	f) There is no relevant professional development offered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27G	g) There are no incentives for participating in such activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Feedback

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

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

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

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

'External individuals or bodies' as used below 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	Member(s) of the school management team	Assigned mentors	Other teachers (not a part of the management team)	I have never received this feedback in this school.
TT2G28A1-A6	a) Feedback following direct observation of your classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28B1-B6	b) Feedback from student surveys about your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28C1-C6	c) Feedback following an assessment of your content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28D1-D6	d) Feedback following an analysis of your students' test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28E1-E6	e) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28F1-F6	f) Feedback following surveys or discussions with parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'I have never received this feedback in this school' to each of the above → Please go to Question [31].

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

Please mark one choice in each row.

		Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
TT2G29A	a) Student performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29B	b) Knowledge and understanding of my subject field(s) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29C	c) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29D	d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29E	e) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29F	f) Teaching of students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29G	g) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29H	h) The feedback I provide to other teachers to improve their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29I	i) Feedback from parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29J	j) Student feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29K	k) Collaboration or working with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		No positive change	A small change	A moderate change	A large change
TT2G30A	a) Your public recognition from the principal and/or your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30B	b) Your role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30C	c) The likelihood of your career advancement (e.g. promotion)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30D	d) The amount of professional development you undertake	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30E	e) Your job responsibilities at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30F	f) Your confidence as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30G	g) Your salary and/or financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30H	h) Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30I	i) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30J	j) Your teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30K	k) Your methods for teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30L	l) Your use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30M	m) Your job satisfaction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30N	n) Your motivation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

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

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G31A	a) The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31B	b) Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31C	c) Teacher appraisal and feedback are largely done to fulfil administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31D	d) A development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31E	e) Feedback is provided to teachers based on a thorough assessment of their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31F	f) If a teacher is consistently under-performing, he/she would be dismissed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31G	g) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31H	h) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in General

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G32A	a) My role as a teacher is to facilitate students' own inquiry.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G32B	b) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G32C	c) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G32D	d) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
TT2G33A	a) Teach jointly as a team in the same class ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33B	b) Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33C	c) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33D	d) Exchange teaching materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33E	e) Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33F	f) Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33G	g) Attend team conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33H	h) Take part in collaborative professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

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

Please mark one choice in each row.

		Not at all	To some extent	Quite a bit	A lot
TT2G34A	a) Get students to believe they can do well in school work ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34B	b) Help my students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34C	c) Craft good questions for my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34D	d) Control disruptive behaviour in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34E	e) Motivate students who show low interest in school work ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34F	f) Make my expectations about student behaviour clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34G	g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34H	h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34I	i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34J	j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34K	k) Provide an alternative explanation for example when students are confused	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34L	l) Implement alternative instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in the <Target Class>

In the following, 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 Level x>] <class> [attended by 15-year-old students] that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> [at <ISCED Level x>] / [attended by 15-year-old students] on Tuesday, this can be a class taught on a day following the last Tuesday.

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

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

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

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

Students may fall into multiple categories.

Please mark one choice in each row.

		None	1% to 10%	11% to 30%	31% to 60%	More than 60%
TT2G35A	a) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these language(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35B	b) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35C	c) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35D	d) Students with behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35E	e) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35F	f) Academically gifted students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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

Please mark one choice.

- TT2G36 ₁ Yes → Please go to Question [44].
- ₂ No

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

Please mark one choice.

TT2G37

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

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

Please write a number.

TT2G38 Students

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

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

Please ensure that responses add up to 100%.

TT2G39A a) % Administrative tasks (e.g. recording attendance, handing out school information/forms)

TT2G39B b) % Keeping order in the classroom (maintaining discipline)

TT2G39C c) % Actual teaching and learning

100 % Total

40. Please indicate how representative you feel the <target class> is of all the classes you teach.

Please mark one choice.

TT2G40 ₁ Very representative

₂ Representative

₃ Not representative

41. How strongly do you agree or disagree with the following statements about this <target class>?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G41A	a) When the lesson begins, I have to wait quite a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G41B	b) Students in this class take care to create a pleasant learning atmosphere.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G41C	c) I lose quite a lot of time because of students interrupting the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G41D	d) There is much disruptive noise in this classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Never or almost never	Occasionally	Frequently	In all or nearly all lessons
TT2G42A	a) I present a summary of recently learned content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42B	b) Students work in small groups to come up with a joint solution to a problem or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42C	c) I give different work to the students who have difficulties learning and/or to those who can advance faster.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42D	d) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42E	e) I let students practice similar tasks until I know that every student has understood the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42F	f) I check my students' exercise books or homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42G	g) Students work on projects that require at least one week to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42H	h) Students use ICT (information and communication technology) for projects or class work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Never or almost never	Occasionally	Frequently	In all or nearly all lessons
TT2G43A	a) I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43B	b) I administer a standardised test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43C	c) I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43D	d) I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43E	e) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43F	f) I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate and Job Satisfaction

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G44A	a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44B	b) This school provides parents or guardians with opportunities to actively participate in school decisions. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44C	c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44D	d) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44E	e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G45A	a) In this school, teachers and students usually get on well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G45B	b) Most teachers in this school believe that the students' well-being is important.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G45C	c) Most teachers in this school are interested in what students have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G45D	d) If a student from this school needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. **{Finally, }** 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
TT2G46A	a) The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46B	b) If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46C	c) I would like to change to another school if that were possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46D	d) I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46E	e) I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46F	f) I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46G	g) I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46H	h) I think that the teaching profession is valued in society. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46I	i) I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46J	j) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. How strongly do you agree or disagree with the following statements concerning your personal attitudes?

Please mark one choice in each row.

		Totally disagree	Neutral	Totally agree
TT2G47A	a) I always listen carefully to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47B	b) I am confident about my judgements about students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47C	c) I have doubts about my ability to succeed as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47D	d) I have always been honest with myself about my teaching qualities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47E	e) I feel threatened by teachers who are very successful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47F	f) I have said things that hurt colleagues' or students' feelings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47G	g) I feel angry when colleagues express ideas different from my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47H	h) I help students and colleagues in trouble.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47I	i) I admit when I do not know something if a student asks a question in class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47J	j) I am irritated by students who ask for favours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

Teacher Mobility

We would like to know if you travelled abroad for professional purposes.

Please consider only travel for a week or more at educational institutions or schools. Do not consider conferences or workshops.

48. Have you ever been abroad for professional purposes in your career as a teacher or during your teacher education/training?

Please mark as many choices as appropriate.

- | | | |
|---------|--------------------------|---|
| TT2G48A | <input type="checkbox"/> | No → Please go to the end of the questionnaire. |
| TT2G48B | <input type="checkbox"/> | Yes, as a student as part of my teacher education |
| TT2G48C | <input type="checkbox"/> | Yes, as a teacher in an EU programme (e.g. Comenius) |
| TT2G48D | <input type="checkbox"/> | Yes, as a teacher in a regional or national programme |
| TT2G48E | <input type="checkbox"/> | Yes, as a teacher as arranged by my school or school district |
| TT2G48F | <input type="checkbox"/> | Yes, by my own initiative |

49. If yes in the previous question, what were the purpose(s) of your visit(s) abroad?

Please mark as many choices as appropriate.

- | | | |
|---------|--------------------------|---|
| TT2G49A | <input type="checkbox"/> | Studying, as part of your teacher education |
| TT2G49B | <input type="checkbox"/> | Language learning |
| TT2G49C | <input type="checkbox"/> | Learning of other subject areas |
| TT2G49D | <input type="checkbox"/> | Accompanying visiting students |
| TT2G49E | <input type="checkbox"/> | Establishing contact with schools abroad |
| TT2G49F | <input type="checkbox"/> | Teaching |
| TT2G49G | <input type="checkbox"/> | Other |

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]



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(105 x 35 mm)

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

Mathematics Teacher Module

PISA Schools

Main Study Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Statistics Canada, Canada

About the TALIS 2013 Mathematics Teacher Module

The primary subject area for PISA 2012 (OECD Programme for International Student Assessment) is mathematics and it would be helpful to have background information on mathematics teaching and learning for countries that participated in PISA 2012. You were asked to complete the TALIS survey and, as a mathematics teacher, we are asking you for additional information about your mathematics <classes> and the general focus of mathematics instruction in your school. PISA was administered to 15-year-old students and thus, for the purposes of this survey, we ask you to think about teaching students of this age.

As was the case with the main TALIS questionnaire, these questions were designed to be used in countries with differing mathematics curricula and educational systems. In cases where you are not sure how to answer, we ask you to take your best guess about what is true for you and the <classes> you teach. Note that the confidentiality promised with the main TALIS questionnaire also applies to this module.

About the Questionnaire

- You should complete this questionnaire module AFTER you have completed the main TALIS Teacher Questionnaire.
- This questionnaire module should take approximately 15-20 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].

Thank you very much for your participation!

Selecting a <Target Class>

Like the teaching practices section of the TALIS Teacher Questionnaire, most of the questions in this survey focus on one <class> that you teach. The next three questions are designed to select one of your mathematics <classes> so that you can answer the rest of the questions with regard to that <class>.

We are aware that the <class> that is selected here may not represent the breadth of your teaching practices. However, this process allows us to get a picture of the full range of classes that are taught in each country that participates in this survey.

1. Please list all mathematics <classes> you teach where some of the students are 15 years old.

Please list below.

TT2M01T

2. Which of the <classes> listed in Question [1] has the most 15-year-olds? If you have several classes with almost the same number of 15-year-olds and one of those classes was the one that you identified for Questions [35 to 43] in the main TALIS Teacher Questionnaire, please use that <class> here.

Please give the name of the <class> that will be referred to as the <target class>.

TT2M02T

3. Is the <class> you just identified in the previous question the same one that you identified for Questions [35 to 43] in the TALIS Teacher Questionnaire?

Please mark one choice.

TT2M03

- ₁ Yes
₂ No

About the <Target Class>

For the questions below, please respond with respect to the <target class> you specified in Question [2].

4. Which of the following best describes the achievement level of students in the <target class>?

Please mark one choice.

TT2M04

- ₁ Mostly high achieving students in mathematics.
- ₂ Mostly average students in mathematics.
- ₃ Mostly low achieving students in mathematics.
- ₄ Approximately equal numbers of high, average, and low achievement students in mathematics.

5. How many times per school week on average does the <target class> meet for a mathematics lesson?

Please write down a whole number. If the number of times changes each week, write the average.

TT2M05

Time(s) per week

6. When you meet with the <target class>, what is the average length of a mathematics lesson?

Please specify the scheduled number of minutes.

TT2M06

Minutes

7. During a typical mathematics lesson, how likely are you to use each of the following strategies in the <target class>?

Please mark one choice in each row.

		Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
TT2M07A	a) I lecture or explain a mathematics concept or procedure to the whole class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07B	b) I go over homework or problem sets with the whole class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07C	c) I review a previous lesson or lessons with the whole class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07D	d) I have students work individually.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07E	e) I have students work in groups.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07F	f) I have students complete a test or quiz.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07G	g) I complete classroom administrative tasks (e.g. recording attendance, handing out school information/forms).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

8. How often do you assign homework for completion outside of the classroom to the students in the <target class>?

Please mark one choice.

- TT2M08
- ₁ Never or almost never → Please go to Question [10]
 - ₂ Occasionally
 - ₃ Frequently
 - ₄ In all or nearly all lessons

9. About how much time do you expect an average student in the <target class> to work on each homework assignment?

Please mark one choice.

- TT2M09
- ₁ 15 minutes or less
 - ₂ 16 to 30 minutes
 - ₃ 31 to 60 minutes
 - ₄ More than 60 minutes
 - ₅ Length of time to complete homework assignments varies a great deal.

10. How often do students in the <target class> have calculators available for use in their mathematics assignments?

Please mark one choice.

TT2M10

- ₁ Never or almost never
- ₂ Occasionally
- ₃ Frequently
- ₄ In all or nearly all assignments

11. How often are students in the <target class> allowed to use calculators in tests or quizzes?

Please mark one choice.

TT2M11

- ₁ Never or almost never
- ₂ Occasionally
- ₃ Frequently
- ₄ In all or nearly all tests or quizzes

12. Over the course of the school year, how frequently are the following types of ICT (information and communication technology) resources used when teaching the <target class>?

Please mark one choice in each row.

		Never or almost never	Occasionally	Frequently	Always or almost always
TT2M12A	a) Drill and practice software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12B	b) Topic-specific software (e.g. geometry software) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12C	c) Spreadsheets or other data analysis software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12D	d) Software for assessing student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12E	e) Internet resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Educational Approaches in the <Target Class>

Countries and individuals differ in their educational approaches and a major goal of TALIS is to draw a picture of teachers' opinions and practices in participating countries. We rely on your expertise to describe your opinions and how you teach as accurately as possible.

Your response to most questions is likely to be the same regardless of which of your <classes> you think about, but if the response varies depending on the <class> you teach, please focus on the <target class>.

13. How often do you employ the following teaching practices in the <target class>?

Please mark one choice in each row.

		Never or almost never	Occasionally	Frequently	In all or nearly all lessons
TT2M13A	a) I explicitly state learning goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13B	b) I ask short, fact-based questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13C	c) I expect students to explain their thinking on complex problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13D	d) I give students a choice of problems to solve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13E	e) I connect mathematics concepts I teach to uses of those concepts outside of school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13F	f) I encourage students to solve problems in more than one way.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13G	g) I require students to provide written explanations of how they solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13H	h) I require students to work on mathematics projects that take more than a single class period to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13I	i) I go over homework problems that students were not able to solve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13J	j) I encourage students to work together to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

14. How much do you agree or disagree with the following goals for and views about teaching mathematics?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2M14A	a) The goal of teaching mathematics is to help students use mathematics to solve real-world problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14B	b) I want my students to see the structure of the number system and the logic of mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14C	c) Explaining why an answer is correct is just as important as getting a correct answer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14D	d) Even with the availability of calculators and computers, students need to learn traditional methods for doing mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14E	e) Students should be able to figure out for themselves whether they have solved a mathematics problem correctly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14F	f) Students should learn basic skills before being asked to solve complex mathematics problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14G	g) Asking students to solve difficult problems in class helps them become good problem solvers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14H	h) I'd rather have my students solve a few complex problems than a lot of relatively easy ones.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14I	i) An important reason for teaching mathematics is to help students become more logical.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14J	j) Graphics calculators and computers can be used to help students see mathematics concepts in new and different ways.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14K	k) Doing mathematics requires hypothesising, estimating, and creative thinking.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14L	l) Most things a student needs to know in mathematics can be learned through memorisation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

15. How much do you agree or disagree with the following statements concerning your ability to teach mathematics?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2M15A	a) I am able to ask questions that get students to think deeply about mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15B	b) I have a hard time getting students interested in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15C	c) I always know which of my students understand and which do not.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15D	d) I find it hard to meet the needs of the individual students in my mathematics class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15E	e) I am able to get my students to feel confident in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15F	f) I have a hard time getting my students to understand underlying concepts in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. How much do you agree or disagree with each of the following statements about teaching mathematics?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2M16A	a) There is usually a best method for solving a mathematics problem and my job is to make sure students learn that method.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16B	b) I feel that I can do a better job when I have students with similar ability levels in my class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16C	c) Grades are a primary motivator for getting students to learn mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16D	d) I would like my students to study mathematics because it is an interesting and worthwhile subject rather than only because they want good marks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16E	e) A good mathematics teacher tells students exactly how to do every problem that is presented.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16F	f) Having students like mathematics is more important than having them learn to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16G	g) Mathematics teachers in my school have the support of the school administration.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Education for Teaching Mathematics

17. Were the following elements included in your mathematics education or training? If yes, was this before or after you took up a position as teacher?

Please mark one choice in each row.

		Before	After	Before and after	Never
TT2M17A	a) Mathematics courses equivalent to those needed for a degree in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M17B	b) Courses on how to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M17C	c) Practice teaching in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]