

*Thank you for participating in this study.
This questionnaire asks for information about:*

- *Your background*
- *Your initial education and professional development*
- *Your collaboration with teachers and parents*
- *Teacher beliefs and attitudes*
- *Teaching practices*
- *Your school*

This information will help illustrate the similarities and differences between groups of teachers in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by you only. It should take about 25 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Please note that the forward button used to proceed to the next question is located in the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other teachers to calculate totals and averages in which no single teacher can be identified.

Are you female or male?

(Please select one response.)

Female	TC001Q01NA01 <input type="radio"/>
Male	TC001Q01NA02 <input type="radio"/>

How old are you?

(Please move the slider to the appropriate number of years.)

TC002Q01NA01

20 years
or younger

70 years
or older

In what country were you born?

(Please select one response.)

For a list of countries in the European Union, click on Help ('?' top right).

European Union countries are: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom.

Scotland	TC186C01HA01 <input type="radio"/>
England, Wales or Northern Ireland	TC186C01HA02 <input type="radio"/>
Other European Union country	TC186C01HA03 <input type="radio"/>
Other country outside of the European Union	TC186C01HA04 <input type="radio"/>

Do you currently teach full-time or part-time?

(Please consider your work as a teacher at this school and all your current teaching jobs together.)

(Please select one response in each row.)

	Full-time (more than 90% of full-time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full-time hours)
At this school	TC005Q01NA01 <input type="radio"/>	TC005Q01NA02 <input type="radio"/>	TC005Q01NA03 <input type="radio"/>	TC005Q01NA04 <input type="radio"/>

For how many years have you worked as a teacher?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If either option did not apply to you select "0" (zero).)

Year(s) working as a teacher <u>at this school</u>	<div><div></div><div>TC007Q01NA01</div><div></div></div> <div>0 years50 years or more</div>
Year(s) working as a teacher <u>in total</u>	<div><div></div><div>TC007Q02NA01</div><div></div></div> <div>0 years50 years or more</div>

Consistency check rule

Rule: If ^TC007Q01NA01 > ^TC007Q02NA01

Message: The number of years working at this school is greater than the number of years working in total. Please check your response.

Have you studied in a country other than the UK?*(Please select one response.)*

No	TC188Q01HA01 <input type="radio"/>
Yes, for less than three months	TC188Q01HA02 <input type="radio"/>
Yes, for three to twelve months	TC188Q01HA03 <input type="radio"/>
Yes, for more than a year	TC188Q01HA04 <input type="radio"/>

Did you complete a teacher education or training programme?*(Please select one response.)*

Yes, a programme of 1 year or less	TC014Q01HA01 <input type="radio"/>
Yes, a programme longer than 1 year	TC014Q01HA02 <input type="radio"/>
No	TC014Q01HA03 <input type="radio"/>

How did you obtain your initial teaching qualifications?*(Please select one response.)*

I attended a teacher education or training programme at a college or university.	TC015Q01NA01 <input type="radio"/>
I attended an in-service teacher education or training programme (while already working as a teacher).	TC015Q01NA02 <input type="radio"/>
I attended a work-based teacher education or training programme (while working in another job).	TC015Q01NA03 <input type="radio"/>
I attended training in another pedagogical profession.	TC015Q01NA04 <input type="radio"/>
Other	TC015Q01NA05 <input type="radio"/>

**Were any of the following included in your teacher education or training programme or other professional qualification?
Which are you teaching to S4 in this school year?**

(As this is an international survey, many subjects have been categorised into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

(Please select all that apply.)

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

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

Science: natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

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

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of Scotland or the UK, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Latin)

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, religious culture, ethics

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

	<i>Included in my teacher education or training programme or other professional qualification</i>	<i>I am teaching it to S4 this year</i>
Reading, writing and literature	TC018Q01NA01 <input type="checkbox"/>	TC018Q01NB01 <input type="checkbox"/>
Mathematics	TC018Q02NA01 <input type="checkbox"/>	TC018Q02NB01 <input type="checkbox"/>
Science	TC018Q03NA01 <input type="checkbox"/>	TC018Q03NB01 <input type="checkbox"/>
Technology	TC018Q04NA01 <input type="checkbox"/>	TC018Q04NB01 <input type="checkbox"/>
Social studies	TC018Q05NA01 <input type="checkbox"/>	TC018Q05NB01 <input type="checkbox"/>
Modern foreign languages	TC018Q06NA01 <input type="checkbox"/>	TC018Q06NB01 <input type="checkbox"/>
Ancient languages	TC018Q07NA01 <input type="checkbox"/>	TC018Q07NB01 <input type="checkbox"/>
Arts	TC018Q08NA01 <input type="checkbox"/>	TC018Q08NB01 <input type="checkbox"/>
Physical education	TC018Q09NA01 <input type="checkbox"/>	TC018Q09NB01 <input type="checkbox"/>
Religion and/or ethics	TC018Q10NA01 <input type="checkbox"/>	TC018Q10NB01 <input type="checkbox"/>
Practical and vocational skills	TC018Q11NA01 <input type="checkbox"/>	TC018Q11NB01 <input type="checkbox"/>

TC018E01

Consistency check rule

Rule: If ^TC018Q01NA01=0 and ^TC018Q02NA01=0 and ^TC018Q03NA01=0 and ^TC018Q04NA01=0 and ^TC018Q05NA01=0 and ^TC018Q06NA01=0 and ^TC018Q07NA01=0 and ^TC018Q08NA01=0 and ^TC018Q09NA01=0 and ^TC018Q10NA01=0 and ^TC018Q11NA01=0 and ^TC018Q01NB01=0 and ^TC018Q02NB01=0 and ^TC018Q03NB01=0 and ^TC018Q04NB01=0 and ^TC018Q05NB01=0 and ^TC018Q06NB01=0 and ^TC018Q07NB01=0 and ^TC018Q08NB01=0 and ^TC018Q09NB01=0 and ^TC018Q10NB01=0 and ^TC018Q11NB01=0

Message: Please select a response.

Were any of the topics listed below included in your teacher education or training programme (or other professional qualification) or your recent professional development activities?

(Please select all that apply.)

	<i>Included in my teacher education or training programme or other professional qualification</i>	<i>Included in my professional development activities during the last 12 months</i>
Knowledge and understanding of my subject(s)	TC045Q01NA01 <input type="checkbox"/>	TC045Q01NB01 <input type="checkbox"/>
Pedagogical skills and techniques to effectively teach my subject(s)	TC045Q02NA01 <input type="checkbox"/>	TC045Q02NB01 <input type="checkbox"/>
Knowledge of the curriculum	TC045Q03NA01 <input type="checkbox"/>	TC045Q03NB01 <input type="checkbox"/>
Student assessment practices	TC045Q04NA01 <input type="checkbox"/>	TC045Q04NB01 <input type="checkbox"/>
ICT (information and communication technology) skills for teaching	TC045Q05NA01 <input type="checkbox"/>	TC045Q05NB01 <input type="checkbox"/>
Student behaviour and classroom management	TC045Q06NA01 <input type="checkbox"/>	TC045Q06NB01 <input type="checkbox"/>
School management and administration	TC045Q07NA01 <input type="checkbox"/>	TC045Q07NB01 <input type="checkbox"/>
Approaches to individualised learning	TC045Q08NA01 <input type="checkbox"/>	TC045Q08NB01 <input type="checkbox"/>
Teaching students with additional support needs	TC045Q09NA01 <input type="checkbox"/>	TC045Q09NB01 <input type="checkbox"/>
Teaching in a multicultural or multilingual setting	TC045Q10NA01 <input type="checkbox"/>	TC045Q10NB01 <input type="checkbox"/>
Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	TC045Q11NA01 <input type="checkbox"/>	TC045Q11NB01 <input type="checkbox"/>
Student career guidance and counselling	TC045Q12NA01 <input type="checkbox"/>	TC045Q12NB01 <input type="checkbox"/>
Internal evaluation or self-evaluation of schools	TC045Q13NA01 <input type="checkbox"/>	TC045Q13NB01 <input type="checkbox"/>
Use of evaluation results	TC045Q14NA01 <input type="checkbox"/>	TC045Q14NB01 <input type="checkbox"/>
Teacher-parent cooperation	TC045Q15NA01 <input type="checkbox"/>	TC045Q15NB01 <input type="checkbox"/>
Second language teaching	TC045Q16HA01 <input type="checkbox"/>	TC045Q16HB01 <input type="checkbox"/>
Communicating with people from different cultures or countries	TC045Q17HA01 <input type="checkbox"/>	TC045Q17HB01 <input type="checkbox"/>
Teaching about equality and diversity	TC045Q18HA01 <input type="checkbox"/>	TC045Q18HB01 <input type="checkbox"/>

Please answer the following questions about your education and training as a teacher.

(Please select one response in each row.)

	Yes	No
Have you received training on intercultural communication?	TC206Q01HA01 <input type="radio"/>	TC206Q01HA02 <input type="radio"/>
Have you received training on conflict resolution strategies?	TC206Q02HA01 <input type="radio"/>	TC206Q02HA02 <input type="radio"/>
Have you received training on the role education can play in confronting discrimination in all its forms?	TC206Q03HA01 <input type="radio"/>	TC206Q03HA02 <input type="radio"/>
Have you studied culturally-responsive teaching approaches and techniques?	TC206Q04HA01 <input type="radio"/>	TC206Q04HA02 <input type="radio"/>
Have you received training on issues related to teaching in multicultural classrooms?	TC206Q05HA01 <input type="radio"/>	TC206Q05HA02 <input type="radio"/>

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

(Please select one response in each row.)

	<i>No need at present</i>	<i>Low level of need</i>	<i>Moderate level of need</i>	<i>High level of need</i>
Knowledge and understanding of my subject(s)	TC185Q01HA01 <input type="radio"/>	TC185Q01HA02 <input type="radio"/>	TC185Q01HA03 <input type="radio"/>	TC185Q01HA04 <input type="radio"/>
Pedagogical skills and techniques to effectively teach my subject(s)	TC185Q02HA01 <input type="radio"/>	TC185Q02HA02 <input type="radio"/>	TC185Q02HA03 <input type="radio"/>	TC185Q02HA04 <input type="radio"/>
Knowledge of the curriculum	TC185Q03HA01 <input type="radio"/>	TC185Q03HA02 <input type="radio"/>	TC185Q03HA03 <input type="radio"/>	TC185Q03HA04 <input type="radio"/>
Student assessment practices	TC185Q04HA01 <input type="radio"/>	TC185Q04HA02 <input type="radio"/>	TC185Q04HA03 <input type="radio"/>	TC185Q04HA04 <input type="radio"/>
ICT (information and communication technology) skills for teaching	TC185Q05HA01 <input type="radio"/>	TC185Q05HA02 <input type="radio"/>	TC185Q05HA03 <input type="radio"/>	TC185Q05HA04 <input type="radio"/>
Student behaviour and classroom management	TC185Q06HA01 <input type="radio"/>	TC185Q06HA02 <input type="radio"/>	TC185Q06HA03 <input type="radio"/>	TC185Q06HA04 <input type="radio"/>
School management and administration	TC185Q07HA01 <input type="radio"/>	TC185Q07HA02 <input type="radio"/>	TC185Q07HA03 <input type="radio"/>	TC185Q07HA04 <input type="radio"/>
Approaches to individualised learning	TC185Q08HA01 <input type="radio"/>	TC185Q08HA02 <input type="radio"/>	TC185Q08HA03 <input type="radio"/>	TC185Q08HA04 <input type="radio"/>
Teaching students with additional support needs	TC185Q09HA01 <input type="radio"/>	TC185Q09HA02 <input type="radio"/>	TC185Q09HA03 <input type="radio"/>	TC185Q09HA04 <input type="radio"/>
Teaching in a multicultural or multilingual setting	TC185Q10HA01 <input type="radio"/>	TC185Q10HA02 <input type="radio"/>	TC185Q10HA03 <input type="radio"/>	TC185Q10HA04 <input type="radio"/>
Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	TC185Q11HA01 <input type="radio"/>	TC185Q11HA02 <input type="radio"/>	TC185Q11HA03 <input type="radio"/>	TC185Q11HA04 <input type="radio"/>
Student career guidance and counselling	TC185Q12HA01 <input type="radio"/>	TC185Q12HA02 <input type="radio"/>	TC185Q12HA03 <input type="radio"/>	TC185Q12HA04 <input type="radio"/>
Internal evaluation or self-evaluation of schools	TC185Q13HA01 <input type="radio"/>	TC185Q13HA02 <input type="radio"/>	TC185Q13HA03 <input type="radio"/>	TC185Q13HA04 <input type="radio"/>
Use of evaluation results	TC185Q14HA01 <input type="radio"/>	TC185Q14HA02 <input type="radio"/>	TC185Q14HA03 <input type="radio"/>	TC185Q14HA04 <input type="radio"/>
Teacher-parent cooperation	TC185Q15HA01 <input type="radio"/>	TC185Q15HA02 <input type="radio"/>	TC185Q15HA03 <input type="radio"/>	TC185Q15HA04 <input type="radio"/>
Second language teaching	TC185Q16HA01 <input type="radio"/>	TC185Q16HA02 <input type="radio"/>	TC185Q16HA03 <input type="radio"/>	TC185Q16HA04 <input type="radio"/>
Communicating with people from different cultures or countries	TC185Q17HA01 <input type="radio"/>	TC185Q17HA02 <input type="radio"/>	TC185Q17HA03 <input type="radio"/>	TC185Q17HA04 <input type="radio"/>
Teaching about equality and diversity	TC185Q18HA01 <input type="radio"/>	TC185Q18HA02 <input type="radio"/>	TC185Q18HA03 <input type="radio"/>	TC185Q18HA04 <input type="radio"/>

Are you required to take part in professional development activities?*(Please select one response.)*

Yes	TC021Q01NA01 <input type="radio"/>
No	TC021Q01NA02 <input type="radio"/>

During the last 12 months, have you participated in any of the following professional development activities?

(Please select one response in each row.)

	Yes	No
Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	TC193Q01HA01 <input type="radio"/>	TC193Q01HA02 <input type="radio"/>
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	TC193Q02HA01 <input type="radio"/>	TC193Q02HA02 <input type="radio"/>
Observation visits to other schools	TC193Q03HA01 <input type="radio"/>	TC193Q03HA02 <input type="radio"/>
Observation visits to business premises, public organisations, non-governmental organisations	TC193Q04HA01 <input type="radio"/>	TC193Q04HA02 <input type="radio"/>
In-service training courses at business premises, public organisations, non-governmental organisations	TC193Q05HA01 <input type="radio"/>	TC193Q05HA02 <input type="radio"/>

During the last 12 months, have you participated in any of the following activities?

(Please select one response in each row.)

	Yes	No
Qualification programme (e.g. a degree course)	TC020Q01NA01 <input type="radio"/>	TC020Q01NA02 <input type="radio"/>
Participation in a network of teachers formed specifically for the professional development of teachers	TC020Q02NA01 <input type="radio"/>	TC020Q02NA02 <input type="radio"/>
Individual or collaborative research on a topic of interest to you professionally	TC020Q03NA01 <input type="radio"/>	TC020Q03NA02 <input type="radio"/>
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	TC020Q04NA01 <input type="radio"/>	TC020Q04NA02 <input type="radio"/>
Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	TC020Q05NA01 <input type="radio"/>	TC020Q05NA02 <input type="radio"/>
Engaging in informal dialogue with your colleagues on how to improve your teaching	TC020Q06NA01 <input type="radio"/>	TC020Q06NA02 <input type="radio"/>

About how much time per week do you spend reading for your work (e.g. articles, magazines, books, manuals and websites) outside of class?

(Please select one response.)

Less than 1 hour a week	TC175Q01HA01 <input type="radio"/>
1-3 hours a week	TC175Q01HA02 <input type="radio"/>
4-6 hours a week	TC175Q01HA03 <input type="radio"/>
More than 6 hours a week	TC175Q01HA04 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The advantages of being a teacher clearly outweigh the disadvantages.	TC198Q01HA01 <input type="radio"/>	TC198Q01HA02 <input type="radio"/>	TC198Q01HA03 <input type="radio"/>	TC198Q01HA04 <input type="radio"/>
If I could decide again, I would still choose to work as a teacher.	TC198Q02HA01 <input type="radio"/>	TC198Q02HA02 <input type="radio"/>	TC198Q02HA03 <input type="radio"/>	TC198Q02HA04 <input type="radio"/>
I would like to move to another school if it were possible.	TC198Q03HA01 <input type="radio"/>	TC198Q03HA02 <input type="radio"/>	TC198Q03HA03 <input type="radio"/>	TC198Q03HA04 <input type="radio"/>
I regret that I decided to become a teacher.	TC198Q04HA01 <input type="radio"/>	TC198Q04HA02 <input type="radio"/>	TC198Q04HA03 <input type="radio"/>	TC198Q04HA04 <input type="radio"/>
I enjoy working at this school.	TC198Q05HA01 <input type="radio"/>	TC198Q05HA02 <input type="radio"/>	TC198Q05HA03 <input type="radio"/>	TC198Q05HA04 <input type="radio"/>
I wonder whether it would have been better to choose another profession.	TC198Q06HA01 <input type="radio"/>	TC198Q06HA02 <input type="radio"/>	TC198Q06HA03 <input type="radio"/>	TC198Q06HA04 <input type="radio"/>
I would recommend my school as a good place to work.	TC198Q07HA01 <input type="radio"/>	TC198Q07HA02 <input type="radio"/>	TC198Q07HA03 <input type="radio"/>	TC198Q07HA04 <input type="radio"/>
I think that the teaching profession is valued in society.	TC198Q08HA01 <input type="radio"/>	TC198Q08HA02 <input type="radio"/>	TC198Q08HA03 <input type="radio"/>	TC198Q08HA04 <input type="radio"/>
I am satisfied with my work in this school.	TC198Q09HA01 <input type="radio"/>	TC198Q09HA02 <input type="radio"/>	TC198Q09HA03 <input type="radio"/>	TC198Q09HA04 <input type="radio"/>
All in all, I am satisfied with my job.	TC198Q10HA01 <input type="radio"/>	TC198Q10HA02 <input type="radio"/>	TC198Q10HA03 <input type="radio"/>	TC198Q10HA04 <input type="radio"/>

As a teacher, to what extent can you do the following?

(Please select one response in each row.)

	Not at all	To some extent	Quite a bit	A lot
Get students to believe they can do well in school work	TC199Q01HA01 <input type="radio"/>	TC199Q01HA02 <input type="radio"/>	TC199Q01HA03 <input type="radio"/>	TC199Q01HA04 <input type="radio"/>
Help my students to value learning	TC199Q02HA01 <input type="radio"/>	TC199Q02HA02 <input type="radio"/>	TC199Q02HA03 <input type="radio"/>	TC199Q02HA04 <input type="radio"/>
Craft good questions for my students	TC199Q03HA01 <input type="radio"/>	TC199Q03HA02 <input type="radio"/>	TC199Q03HA03 <input type="radio"/>	TC199Q03HA04 <input type="radio"/>
Control disruptive behaviour in the classroom	TC199Q04HA01 <input type="radio"/>	TC199Q04HA02 <input type="radio"/>	TC199Q04HA03 <input type="radio"/>	TC199Q04HA04 <input type="radio"/>
Motivate students who show low interest in school work	TC199Q05HA01 <input type="radio"/>	TC199Q05HA02 <input type="radio"/>	TC199Q05HA03 <input type="radio"/>	TC199Q05HA04 <input type="radio"/>
Make my expectations about students' behaviour clear	TC199Q06HA01 <input type="radio"/>	TC199Q06HA02 <input type="radio"/>	TC199Q06HA03 <input type="radio"/>	TC199Q06HA04 <input type="radio"/>
Help students think critically	TC199Q07HA01 <input type="radio"/>	TC199Q07HA02 <input type="radio"/>	TC199Q07HA03 <input type="radio"/>	TC199Q07HA04 <input type="radio"/>
Get students to follow classroom rules	TC199Q08HA01 <input type="radio"/>	TC199Q08HA02 <input type="radio"/>	TC199Q08HA03 <input type="radio"/>	TC199Q08HA04 <input type="radio"/>
Calm a student who is disruptive or noisy	TC199Q09HA01 <input type="radio"/>	TC199Q09HA02 <input type="radio"/>	TC199Q09HA03 <input type="radio"/>	TC199Q09HA04 <input type="radio"/>
Use a variety of assessment strategies	TC199Q10HA01 <input type="radio"/>	TC199Q10HA02 <input type="radio"/>	TC199Q10HA03 <input type="radio"/>	TC199Q10HA04 <input type="radio"/>
Provide an alternative explanation, for example, when students are confused	TC199Q11HA01 <input type="radio"/>	TC199Q11HA02 <input type="radio"/>	TC199Q11HA03 <input type="radio"/>	TC199Q11HA04 <input type="radio"/>
Implement alternative teaching strategies in my classroom	TC199Q12HA01 <input type="radio"/>	TC199Q12HA02 <input type="radio"/>	TC199Q12HA03 <input type="radio"/>	TC199Q12HA04 <input type="radio"/>

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

(Please select one response 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
Exchange teaching materials with colleagues	TC046Q04NA01 <input type="radio"/>	TC046Q04NA02 <input type="radio"/>	TC046Q04NA03 <input type="radio"/>	TC046Q04NA04 <input type="radio"/>	TC046Q04NA05 <input type="radio"/>	TC046Q04NA06 <input type="radio"/>
Engage in discussions about the progress of specific students	TC046Q05NA01 <input type="radio"/>	TC046Q05NA02 <input type="radio"/>	TC046Q05NA03 <input type="radio"/>	TC046Q05NA04 <input type="radio"/>	TC046Q05NA05 <input type="radio"/>	TC046Q05NA06 <input type="radio"/>
Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	TC046Q06NA01 <input type="radio"/>	TC046Q06NA02 <input type="radio"/>	TC046Q06NA03 <input type="radio"/>	TC046Q06NA04 <input type="radio"/>	TC046Q06NA05 <input type="radio"/>	TC046Q06NA06 <input type="radio"/>
Attend team meetings (e.g. of all the teachers of my subject at my school)	TC046Q07NA01 <input type="radio"/>	TC046Q07NA02 <input type="radio"/>	TC046Q07NA03 <input type="radio"/>	TC046Q07NA04 <input type="radio"/>	TC046Q07NA05 <input type="radio"/>	TC046Q07NA06 <input type="radio"/>

Is your school's capacity to provide instruction hindered by any of the following issues?
(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff	TC028Q01NA01 <input type="radio"/>	TC028Q01NA02 <input type="radio"/>	TC028Q01NA03 <input type="radio"/>	TC028Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff	TC028Q02NA01 <input type="radio"/>	TC028Q02NA02 <input type="radio"/>	TC028Q02NA03 <input type="radio"/>	TC028Q02NA04 <input type="radio"/>
A lack of support staff	TC028Q03NA01 <input type="radio"/>	TC028Q03NA02 <input type="radio"/>	TC028Q03NA03 <input type="radio"/>	TC028Q03NA04 <input type="radio"/>
Inadequate or poorly qualified support staff	TC028Q04NA01 <input type="radio"/>	TC028Q04NA02 <input type="radio"/>	TC028Q04NA03 <input type="radio"/>	TC028Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	TC028Q05NA01 <input type="radio"/>	TC028Q05NA02 <input type="radio"/>	TC028Q05NA03 <input type="radio"/>	TC028Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	TC028Q06NA01 <input type="radio"/>	TC028Q06NA02 <input type="radio"/>	TC028Q06NA03 <input type="radio"/>	TC028Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	TC028Q07NA01 <input type="radio"/>	TC028Q07NA02 <input type="radio"/>	TC028Q07NA03 <input type="radio"/>	TC028Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	TC028Q08NA01 <input type="radio"/>	TC028Q08NA02 <input type="radio"/>	TC028Q08NA03 <input type="radio"/>	TC028Q08NA04 <input type="radio"/>

How much do you agree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Every teacher should be trained to teach reading comprehension.	TC152Q01HA01 <input type="radio"/>	TC152Q01HA02 <input type="radio"/>	TC152Q01HA03 <input type="radio"/>	TC152Q01HA04 <input type="radio"/>
Every teacher has a responsibility to improve students' reading comprehension skills.	TC152Q02HA01 <input type="radio"/>	TC152Q02HA02 <input type="radio"/>	TC152Q02HA03 <input type="radio"/>	TC152Q02HA04 <input type="radio"/>
I know how to diagnose a student's reading comprehension problems.	TC152Q03HA01 <input type="radio"/>	TC152Q03HA02 <input type="radio"/>	TC152Q03HA03 <input type="radio"/>	TC152Q03HA04 <input type="radio"/>
I am very confident in my ability to teach reading comprehension strategies.	TC152Q04HA01 <input type="radio"/>	TC152Q04HA02 <input type="radio"/>	TC152Q04HA03 <input type="radio"/>	TC152Q04HA04 <input type="radio"/>

How often do you teach the following aspects of reading comprehension in your lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
Summarising strategies	TC155Q02HA01 <input type="radio"/>	TC155Q02HA02 <input type="radio"/>	TC155Q02HA03 <input type="radio"/>	TC155Q02HA04 <input type="radio"/>
Connecting texts with prior content knowledge	TC155Q03HA01 <input type="radio"/>	TC155Q03HA02 <input type="radio"/>	TC155Q03HA03 <input type="radio"/>	TC155Q03HA04 <input type="radio"/>
Monitoring comprehension	TC155Q04HA01 <input type="radio"/>	TC155Q04HA02 <input type="radio"/>	TC155Q04HA03 <input type="radio"/>	TC155Q04HA04 <input type="radio"/>
Adapting the mode of reading to suit the purpose for reading	TC155Q05HA01 <input type="radio"/>	TC155Q05HA02 <input type="radio"/>	TC155Q05HA03 <input type="radio"/>	TC155Q05HA04 <input type="radio"/>
Assessing the credibility of information available on the internet	TC155Q06HA01 <input type="radio"/>	TC155Q06HA02 <input type="radio"/>	TC155Q06HA03 <input type="radio"/>	TC155Q06HA04 <input type="radio"/>
Searching and selecting relevant information on the internet	TC155Q07HA01 <input type="radio"/>	TC155Q07HA02 <input type="radio"/>	TC155Q07HA03 <input type="radio"/>	TC155Q07HA04 <input type="radio"/>

In your lessons, have you ever taught any of the following things?

(Please select one response in each row.)

	Yes	No
How to use keywords when using a search engine such as Google, Bing, etc.	TC166Q01HA01 <input type="radio"/>	TC166Q01HA02 <input type="radio"/>
How to decide whether to trust information from the internet	TC166Q02HA01 <input type="radio"/>	TC166Q02HA02 <input type="radio"/>
How to compare different web pages and decide what information is most relevant for students' school work	TC166Q03HA01 <input type="radio"/>	TC166Q03HA02 <input type="radio"/>
To understand the consequences of making information publicly available online on Facebook, Instagram, etc.	TC166Q04HA01 <input type="radio"/>	TC166Q04HA02 <input type="radio"/>
How to use the short description below the links in the list from results of a search	TC166Q05HA01 <input type="radio"/>	TC166Q05HA02 <input type="radio"/>
How to detect whether the information is subjective or biased	TC166Q06HA01 <input type="radio"/>	TC166Q06HA02 <input type="radio"/>
How to detect phishing or spam emails	TC166Q07HA01 <input type="radio"/>	TC166Q07HA02 <input type="radio"/>

Thinking about last year at school, how many pages long was the longest book or other text that your S4 students had to read for your lessons?

(Please select one response.)

One page or less	TC164Q01HA01 <input type="radio"/>
Between 2 and 10 pages	TC164Q01HA02 <input type="radio"/>
Between 11 and 50 pages	TC164Q01HA03 <input type="radio"/>
Between 51 and 100 pages	TC164Q01HA04 <input type="radio"/>
Between 101 and 500 pages	TC164Q01HA05 <input type="radio"/>
More than 500 pages	TC164Q01HA06 <input type="radio"/>

In your lessons, do you include opportunities to promote the following skills?

(Please select one response in each row.)

	Yes	No
Communicating with people from different cultures or countries	TC207Q01HA01 <input type="radio"/>	TC207Q01HA02 <input type="radio"/>
Knowledge of different cultures	TC207Q02HA01 <input type="radio"/>	TC207Q02HA02 <input type="radio"/>
Openness to people from other cultural backgrounds	TC207Q03HA01 <input type="radio"/>	TC207Q03HA02 <input type="radio"/>
Respect for cultural diversity	TC207Q04HA01 <input type="radio"/>	TC207Q04HA02 <input type="radio"/>
Foreign languages or other national languages (e.g. Gaelic)	TC207Q05HA01 <input type="radio"/>	TC207Q05HA02 <input type="radio"/>
Critical thinking skills	TC207Q06HA01 <input type="radio"/>	TC207Q06HA02 <input type="radio"/>

In your lessons, do you include the following global challenges and trends?

(Please select one response in each row.)

	Yes	No
Climate change and global warming	TC178Q01HA01 <input type="radio"/>	TC178Q01HA02 <input type="radio"/>
Global health (e.g. epidemics)	TC178Q02HA01 <input type="radio"/>	TC178Q02HA02 <input type="radio"/>
Migration (movement of people)	TC178Q04HA01 <input type="radio"/>	TC178Q04HA02 <input type="radio"/>
International conflicts	TC178Q07HA01 <input type="radio"/>	TC178Q07HA02 <input type="radio"/>
Hunger or malnutrition in different parts of the world	TC178Q08HA01 <input type="radio"/>	TC178Q08HA02 <input type="radio"/>
Causes of poverty	TC178Q09HA01 <input type="radio"/>	TC178Q09HA02 <input type="radio"/>
Equality between men and women in different parts of the world	TC178Q12HA01 <input type="radio"/>	TC178Q12HA02 <input type="radio"/>

How often have you used the following tools while teaching in the past school year?

(Please select one response in each row.)

	<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
Tutorial software or practice programs	TC169Q01HA01 <input type="radio"/>	TC169Q01HA02 <input type="radio"/>	TC169Q01HA03 <input type="radio"/>	TC169Q01HA04 <input type="radio"/>
Digital learning games	TC169Q02HA01 <input type="radio"/>	TC169Q02HA02 <input type="radio"/>	TC169Q02HA03 <input type="radio"/>	TC169Q02HA04 <input type="radio"/>
Word processors or presentation software (e.g. Microsoft Word, Microsoft PowerPoint)	TC169Q03HA01 <input type="radio"/>	TC169Q03HA02 <input type="radio"/>	TC169Q03HA03 <input type="radio"/>	TC169Q03HA04 <input type="radio"/>
Spreadsheets (e.g. Microsoft Excel)	TC169Q04HA01 <input type="radio"/>	TC169Q04HA02 <input type="radio"/>	TC169Q04HA03 <input type="radio"/>	TC169Q04HA04 <input type="radio"/>
Multimedia production tools (e.g. media capture and editing, web production)	TC169Q05HA01 <input type="radio"/>	TC169Q05HA02 <input type="radio"/>	TC169Q05HA03 <input type="radio"/>	TC169Q05HA04 <input type="radio"/>
Concept mapping or mind mapping software (e.g. Inspiration, Popplet)	TC169Q06HA01 <input type="radio"/>	TC169Q06HA02 <input type="radio"/>	TC169Q06HA03 <input type="radio"/>	TC169Q06HA04 <input type="radio"/>
Data logging and monitoring tools	TC169Q07HA01 <input type="radio"/>	TC169Q07HA02 <input type="radio"/>	TC169Q07HA03 <input type="radio"/>	TC169Q07HA04 <input type="radio"/>
Simulations and modelling software	TC169Q08HA01 <input type="radio"/>	TC169Q08HA02 <input type="radio"/>	TC169Q08HA03 <input type="radio"/>	TC169Q08HA04 <input type="radio"/>
Social media (e.g. Facebook, Instagram)	TC169Q09HA01 <input type="radio"/>	TC169Q09HA02 <input type="radio"/>	TC169Q09HA03 <input type="radio"/>	TC169Q09HA04 <input type="radio"/>
Communication software (e.g. email, blogs)	TC169Q10HA01 <input type="radio"/>	TC169Q10HA02 <input type="radio"/>	TC169Q10HA03 <input type="radio"/>	TC169Q10HA04 <input type="radio"/>
Computer-based information resources (e.g. websites, wikis, encyclopaedia)	TC169Q11HA01 <input type="radio"/>	TC169Q11HA02 <input type="radio"/>	TC169Q11HA03 <input type="radio"/>	TC169Q11HA04 <input type="radio"/>
Interactive digital learning resources (e.g. learning objects)	TC169Q12HA01 <input type="radio"/>	TC169Q12HA02 <input type="radio"/>	TC169Q12HA03 <input type="radio"/>	TC169Q12HA04 <input type="radio"/>
Graphing or drawing software	TC169Q13HA01 <input type="radio"/>	TC169Q13HA02 <input type="radio"/>	TC169Q13HA03 <input type="radio"/>	TC169Q13HA04 <input type="radio"/>
E-portfolios	TC169Q14HA01 <input type="radio"/>	TC169Q14HA02 <input type="radio"/>	TC169Q14HA03 <input type="radio"/>	TC169Q14HA04 <input type="radio"/>

Does your school have a policy concerning the use of digital devices for teaching?

(Please select one response.)

Yes	TC184Q01HA01 <input type="radio"/>
No	TC184Q01HA02 <input type="radio"/>

How often do you use the following methods of assessing student learning?

(If you need further explanation of the term "standardised tests", please use the help button.)

(Please select one response in each row.)

Here, the term standardised tests includes standardised statutory tests (mandated e.g. by national or local authorities) as well as standardised non-statutory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson or almost every lesson</i>
I develop and administer my own assessment.	TC054Q01NA01 <input type="radio"/>	TC054Q01NA02 <input type="radio"/>	TC054Q01NA03 <input type="radio"/>	TC054Q01NA04 <input type="radio"/>
I administer a standardised test.	TC054Q02NA01 <input type="radio"/>	TC054Q02NA02 <input type="radio"/>	TC054Q02NA03 <input type="radio"/>	TC054Q02NA04 <input type="radio"/>
I ask individual students to answer questions in front of the class.	TC054Q03NA01 <input type="radio"/>	TC054Q03NA02 <input type="radio"/>	TC054Q03NA03 <input type="radio"/>	TC054Q03NA04 <input type="radio"/>
I provide written feedback on student work in addition to a mark, score or grade.	TC054Q04NA01 <input type="radio"/>	TC054Q04NA02 <input type="radio"/>	TC054Q04NA03 <input type="radio"/>	TC054Q04NA04 <input type="radio"/>
I let students judge their own progress.	TC054Q05NA01 <input type="radio"/>	TC054Q05NA02 <input type="radio"/>	TC054Q05NA03 <input type="radio"/>	TC054Q05NA04 <input type="radio"/>
I observe students when they are working on particular tasks and provide immediate feedback.	TC054Q06NA01 <input type="radio"/>	TC054Q06NA02 <input type="radio"/>	TC054Q06NA03 <input type="radio"/>	TC054Q06NA04 <input type="radio"/>
I collect data from classroom assignments or homework.	TC054Q07NA01 <input type="radio"/>	TC054Q07NA02 <input type="radio"/>	TC054Q07NA03 <input type="radio"/>	TC054Q07NA04 <input type="radio"/>

How often do these things happen in your lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
I tell students how they are performing on my course.	TC192Q01HA01 <input type="radio"/>	TC192Q01HA02 <input type="radio"/>	TC192Q01HA03 <input type="radio"/>	TC192Q01HA04 <input type="radio"/>
I give students feedback on their strengths on my course.	TC192Q02HA01 <input type="radio"/>	TC192Q02HA02 <input type="radio"/>	TC192Q02HA03 <input type="radio"/>	TC192Q02HA04 <input type="radio"/>
I tell students the areas in which they can still improve.	TC192Q03HA01 <input type="radio"/>	TC192Q03HA02 <input type="radio"/>	TC192Q03HA03 <input type="radio"/>	TC192Q03HA04 <input type="radio"/>
I tell students how they can improve their performance.	TC192Q04HA01 <input type="radio"/>	TC192Q04HA02 <input type="radio"/>	TC192Q04HA03 <input type="radio"/>	TC192Q04HA04 <input type="radio"/>
I advise students on how to reach their learning goals.	TC192Q05HA01 <input type="radio"/>	TC192Q05HA02 <input type="radio"/>	TC192Q05HA03 <input type="radio"/>	TC192Q05HA04 <input type="radio"/>

How do you judge your own competence to teach a class with a high degree of cultural and ethnic diversity?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I can cope with the challenges of a multicultural classroom.	TC209Q01HA01 <input type="radio"/>	TC209Q01HA02 <input type="radio"/>	TC209Q01HA03 <input type="radio"/>	TC209Q01HA04 <input type="radio"/>
I can adapt my teaching to the cultural diversity of students.	TC209Q02HA01 <input type="radio"/>	TC209Q02HA02 <input type="radio"/>	TC209Q02HA03 <input type="radio"/>	TC209Q02HA04 <input type="radio"/>
I can ensure that students who do and do not have a migrant background work together.	TC209Q05HA01 <input type="radio"/>	TC209Q05HA02 <input type="radio"/>	TC209Q05HA03 <input type="radio"/>	TC209Q05HA04 <input type="radio"/>
I can raise awareness of cultural differences amongst the students.	TC209Q06HA01 <input type="radio"/>	TC209Q06HA02 <input type="radio"/>	TC209Q06HA03 <input type="radio"/>	TC209Q06HA04 <input type="radio"/>
I can contribute to reducing ethnic stereotypes between the students.	TC209Q09HA01 <input type="radio"/>	TC209Q09HA02 <input type="radio"/>	TC209Q09HA03 <input type="radio"/>	TC209Q09HA04 <input type="radio"/>

To what extent do the following statements reflect an opinion held by the teachers of your school?

(Please select one response in each row.)

	<i>Held by none or almost none of them</i>	<i>Held by some of them</i>	<i>Held by many of them</i>	<i>Held by all or almost all of them</i>
It is important for students to learn that people from other cultures can have different values.	TC208Q02HA01 <input type="radio"/>	TC208Q02HA02 <input type="radio"/>	TC208Q02HA03 <input type="radio"/>	TC208Q02HA04 <input type="radio"/>
Respecting other cultures is something that students should learn as early as possible.	TC208Q03HA01 <input type="radio"/>	TC208Q03HA02 <input type="radio"/>	TC208Q03HA03 <input type="radio"/>	TC208Q03HA04 <input type="radio"/>
In the classroom, it is important that students of different origins recognise the similarities that exist between them.	TC208Q07HA01 <input type="radio"/>	TC208Q07HA02 <input type="radio"/>	TC208Q07HA03 <input type="radio"/>	TC208Q07HA04 <input type="radio"/>
When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	TC208Q08HA01 <input type="radio"/>	TC208Q08HA02 <input type="radio"/>	TC208Q08HA03 <input type="radio"/>	TC208Q08HA04 <input type="radio"/>

People are increasingly moving from one country to another. How much do you agree with the following statements about immigrants?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Immigrant children should have the same opportunities for education that other children in the country have.	TC196Q02HA01 <input type="radio"/>	TC196Q02HA02 <input type="radio"/>	TC196Q02HA03 <input type="radio"/>	TC196Q02HA04 <input type="radio"/>
Immigrants who live in a country for several years should have the opportunity to vote in elections.	TC196Q03HA01 <input type="radio"/>	TC196Q03HA02 <input type="radio"/>	TC196Q03HA03 <input type="radio"/>	TC196Q03HA04 <input type="radio"/>
Immigrants should have the opportunity to continue their own customs and lifestyle.	TC196Q04HA01 <input type="radio"/>	TC196Q04HA02 <input type="radio"/>	TC196Q04HA03 <input type="radio"/>	TC196Q04HA04 <input type="radio"/>
Immigrants should have all the same rights that everyone else in the country has.	TC196Q05HA01 <input type="radio"/>	TC196Q05HA02 <input type="radio"/>	TC196Q05HA03 <input type="radio"/>	TC196Q05HA04 <input type="radio"/>

How often are you involved in the following reading activities?

(Please select one response in each row. If you don't know what the activity is, select "I don't know what it is.")

	<i>I don't know what it is</i>	<i>Never or almost never</i>	<i>Several times a month</i>	<i>Several times a week</i>	<i>Several times a day</i>
Reading emails	TC176Q01HA01 <input type="radio"/>	TC176Q01HA02 <input type="radio"/>	TC176Q01HA03 <input type="radio"/>	TC176Q01HA04 <input type="radio"/>	TC176Q01HA05 <input type="radio"/>
Chatting online (e.g. WhatsApp, Messenger)	TC176Q02HA01 <input type="radio"/>	TC176Q02HA02 <input type="radio"/>	TC176Q02HA03 <input type="radio"/>	TC176Q02HA04 <input type="radio"/>	TC176Q02HA05 <input type="radio"/>
Reading news online	TC176Q03HA01 <input type="radio"/>	TC176Q03HA02 <input type="radio"/>	TC176Q03HA03 <input type="radio"/>	TC176Q03HA04 <input type="radio"/>	TC176Q03HA05 <input type="radio"/>
Searching for information online to learn about a particular topic	TC176Q05HA01 <input type="radio"/>	TC176Q05HA02 <input type="radio"/>	TC176Q05HA03 <input type="radio"/>	TC176Q05HA04 <input type="radio"/>	TC176Q05HA05 <input type="radio"/>
Taking part in online group discussions or forums	TC176Q06HA01 <input type="radio"/>	TC176Q06HA02 <input type="radio"/>	TC176Q06HA03 <input type="radio"/>	TC176Q06HA04 <input type="radio"/>	TC176Q06HA05 <input type="radio"/>
Searching for practical information online (e.g. schedules, events, tips, recipes)	TC176Q07HA01 <input type="radio"/>	TC176Q07HA02 <input type="radio"/>	TC176Q07HA03 <input type="radio"/>	TC176Q07HA04 <input type="radio"/>	TC176Q07HA05 <input type="radio"/>

Which of the following statements best describes how you read books (on any topic)?

Books can be read on digital devices such as an e-reader (e.g. Kindle) or on a tablet, smartphone or computer.

(Please select one response.)

I rarely or never read books.	TC172Q01HA01 <input type="radio"/>
I read paper books more often than books on digital devices.	TC172Q01HA02 <input type="radio"/>
I read books on digital devices more often than paper books.	TC172Q01HA03 <input type="radio"/>
I read paper books <u>and</u> books on digital devices equally often.	TC172Q01HA04 <input type="radio"/>

Which of the following statements best describes how you read the news (e.g. politics, culture, sport, local news)?

(Please select one response.)

I do not follow the news at all.	TC173Q01HA01 <input type="radio"/>
I only watch or listen to the news (e.g. radio, television, podcasts).	TC173Q01HA02 <input type="radio"/>
I read the news more often on digital devices (e.g. tablet, smartphone, computer).	TC173Q01HA03 <input type="radio"/>
I read the news more often on paper (e.g. newspapers, magazines).	TC173Q01HA04 <input type="radio"/>
I read the news on paper <u>and</u> on digital devices equally often.	TC173Q01HA05 <input type="radio"/>

Thank you very much for your co-operation in completing this questionnaire!