

Thank you for participating in this study.

This questionnaire asks for information about:

- *Background information*
- *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.

Unless specified otherwise, please think of your Year 10 classes when answering the questions in this questionnaire about your class.

The questionnaire should be completed by you only. It should take about 30 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 at 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.

Protecting your Privacy

ACER is committed to protecting your privacy, and the confidentiality and security of the personal information you provide. The information provided by you in this questionnaire will be used to generate statistics, such as totals, and averages about all Australian teachers, not individuals.

Your name and the name of the school is used to identify you while the PISA assessment is being carried out. Thereafter, this information is removed from the PISA database.

Are you female or male?

(Please select one response.)

Female	TC001C01NA01 <input type="radio"/>
Male	TC001C01NA02 <input type="radio"/>
Other	TC001C01NA03 <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.)

Australia	TC186C01HA01 <input type="radio"/>
England	TC186C01HA02 <input type="radio"/>
China	TC186C01HA03 <input type="radio"/>
New Zealand	TC186C01HA04 <input type="radio"/>
India	TC186C01HA05 <input type="radio"/>
Italy	TC186C01HA06 <input type="radio"/>
Viet Nam	TC186C01HA07 <input type="radio"/>
Philippines	TC186C01HA08 <input type="radio"/>
South Africa	TC186C01HA09 <input type="radio"/>
Malaysia	TC186C01HA10 <input type="radio"/>
Other country	TC186C01HA11 <input type="radio"/>

TC186

Do you have any of the following degrees?

(Please select one response in each row.)

	Yes	No
Completed some upper secondary school (Years 11 and 12)	TC210Q01JA0 1 <input type="radio"/>	TC210Q01JA0 2 <input type="radio"/>
Completed Year 12	TC210Q02JA0 1 <input type="radio"/>	TC210Q02JA0 2 <input type="radio"/>
A TAFE Training Certificate IV	TC210Q03JA0 1 <input type="radio"/>	TC210Q03JA0 2 <input type="radio"/>
A TAFE Associate degree, Advanced Diploma or Diploma	TC210Q04JA0 1 <input type="radio"/>	TC210Q04JA0 2 <input type="radio"/>
A university degree - Bachelor, Graduate Certificate or Graduate Diploma	TC210Q05JA0 1 <input type="radio"/>	TC210Q05JA0 2 <input type="radio"/>
A Master's degree	TC210Q06JA0 1 <input type="radio"/>	TC210Q06JA0 2 <input type="radio"/>
A Doctoral degree (PhD) or equivalent program	TC210Q07JA0 1 <input type="radio"/>	TC210Q07JA0 2 <input type="radio"/>

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

(Please select one response.)

Permanent employment (an on-going contract with no fixed end-point before the age of retirement)	TC211Q01JA0 1 <input type="radio"/>
Fixed-term contract for a period of more than 1 year	TC211Q01JA0 2 <input type="radio"/>
Fixed-term contract for a period of 1 year or less	TC211Q01JA0 3 <input type="radio"/>

What is your current employment status as a teacher, in terms of working hours?

(Please select one response.)

	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)
All my teaching employments together	TC261Q02JA0 1 <input type="radio"/>	TC261Q02JA0 2 <input type="radio"/>	TC261Q02JA0 3 <input type="radio"/>	TC261Q02JA0 4 <input type="radio"/>

How many years of work experience do you have?

(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 any option did not apply to you select "0" (zero).)

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

Rule: IF ^TC007Q01NA01 = "" OR ^TC007Q02NA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

TC007E02

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.

TC007E01

This school year, do you teach the following Year levels?

(Please select one response in each row.)

	Yes	No
Lower secondary school (Years 7 to 10)	TC212Q01JA0 1 <input type="radio"/>	TC212Q01JA0 2 <input type="radio"/>
Upper secondary school (Years 11 and 12)	TC212Q02JA0 1 <input type="radio"/>	TC212Q02JA0 2 <input type="radio"/>

Do you currently work as a teacher of Year 10 students at another school?

(Please select one response.)

Yes	TC213Q01JA0 1 <input type="radio"/>
No	TC213Q01JA0 2 <input type="radio"/>

Rule: IF (^TC213Q01JA = 01) THEN GOTO ^TC214 ELSE GOTO ^TC215
Message:

TC213R01

Please indicate at how many other schools you currently work as a teacher of Year 10 students.

(Please type a number.)

Number of Schools	TC214Q01JA01 <input type="text"/>
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During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this school?

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

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

(Please type a number. Please round to the nearest whole hour.)

Hours	TC215Q01JA01 <input type="text"/>
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During your most recent complete calendar week, how many hours did you spend on the following tasks at this school?

Include tasks that took place during class hours, weekends, and evenings.

(Please type a number. Round to the nearest whole hour.

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

	Hours
Teaching	TC216Q01JA01 <input type="text"/>
Individual planning or preparation of lessons either at school or out of school	TC216Q02JA01 <input type="text"/>
Team work and liaising with colleagues within this school	TC216Q03JA01 <input type="text"/>
Marking/correcting of student work	TC216Q04JA01 <input type="text"/>
Counselling students (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance)	TC216Q05JA01 <input type="text"/>
General administrative work (including communication, paperwork and other clerical duties)	TC216Q06JA01 <input type="text"/>
Communication and cooperation with parents or guardians	TC216Q07JA01 <input type="text"/>
Engaging in extracurricular activities (e.g. sports and cultural activities after school, homework club, debating club)	TC216Q08JA01 <input type="text"/>

This year, do you teach mathematics to Year 10 students?

(Please select one response.)

Yes	TC217Q01NA0 1 <input type="radio"/>
No	TC217Q01NA0 2 <input type="radio"/>

Rule: IF (^TC217Q01NA != 1 AND ^TC217Q01NA != 2)
Message: Please select Yes or No.

TC217E01

Across all of the classes you are teaching, what proportion of your students are students with special needs?

'Students with special needs' are 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 select one response.)

None	TC218Q01JA0 1 <input type="radio"/>
Some	TC218Q01JA0 2 <input type="radio"/>
Most	TC218Q01JA0 3 <input type="radio"/>
All	TC218Q01JA0 4 <input type="radio"/>

Did you complete a teacher education or training program?

(Please select one response.)

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

How did you receive your initial teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training program at a University which is eligible to educate or train teachers.	TC015Q01NA01 <input type="radio"/>
I attended an in-service teacher education or training program.	TC015Q01NA02 <input type="radio"/>
I attended a work-based teacher education or training program.	TC015Q01NA03 <input type="radio"/>
I attended training in another pedagogical profession.	TC015Q01NA04 <input type="radio"/>
Other	TC015Q01NA05 <input type="radio"/>

TC015

Were any of the following included in your teacher education or training program or other professional qualification and do you teach them to the Year 10 students this year?

(Because this is an international survey, many of the actual subjects taught in schools have been categorised into broad subject areas. 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.)

	Included in my teacher education or training program or other professional qualification	I teach it to the Year 10 students this year
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 (e.g. Latin)	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"/>

Were any of the topics listed below included in your teacher education or training program or other professional qualification and your professional development activities?

(Please select all that apply.)

	Included in my teacher education or training program or other professional qualification	Included in my professional development activities during the last 12 months
Knowledge and understanding of my subject field(s)	TC045Q01NA01 <input type="checkbox"/>	TC045Q01NB01 <input type="checkbox"/>
Pedagogical competencies in teaching my subject field(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"/>
Approaches to individualised learning	TC045Q08NA01 <input type="checkbox"/>	TC045Q08NB01 <input type="checkbox"/>
Teaching students with special needs	TC045Q09NA01 <input type="checkbox"/>	TC045Q09NB01 <input type="checkbox"/>
Teaching in a multicultural or multilingual setting	TC045Q10NA01 <input type="checkbox"/>	TC045Q10NB01 <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"/>
Teaching about equity and diversity	TC045Q18HA01 <input type="checkbox"/>	TC045Q18HB01 <input type="checkbox"/>

Are you required to take part in professional development activities?

(Please select one response.)

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

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

(Please select one response in each row.)

	No need at present	Low level of need	Moderate level of need	High level of need
Knowledge and understanding of my subject field(s)	TC185Q01HA01 <input type="radio"/>	TC185Q01HA02 <input type="radio"/>	TC185Q01HA03 <input type="radio"/>	TC185Q01HA04 <input type="radio"/>
Pedagogical competencies in teaching my subject field(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"/>
Approaches to individualised learning	TC185Q08HA01 <input type="radio"/>	TC185Q08HA02 <input type="radio"/>	TC185Q08HA03 <input type="radio"/>	TC185Q08HA04 <input type="radio"/>
Teaching students with special 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"/>
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"/>
Teaching about equity and diversity	TC185Q18HA01 <input type="radio"/>	TC185Q18HA02 <input type="radio"/>	TC185Q18HA03 <input type="radio"/>	TC185Q18HA04 <input type="radio"/>

Thinking of all of your professional development activities during the last 12 months, did any of these have a positive impact on your teaching practice?

(Please select one response.)

Yes	TC219Q01JA0 1 <input type="radio"/>
No	TC219Q01JA0 2 <input type="radio"/>
I did not participate in any professional development during the last 12 months.	TC219Q01JA0 3 <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 learning development 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 conferences	TC046Q07NA01 <input type="radio"/>	TC046Q07NA02 <input type="radio"/>	TC046Q07NA03 <input type="radio"/>	TC046Q07NA04 <input type="radio"/>	TC046Q07NA05 <input type="radio"/>	TC046Q07NA06 <input type="radio"/>

How often did you use the following tools in your teaching this school year?

(Please select one response in each row.)

	Never	In some lessons	In most lessons	In every or almost every lesson
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 software (e.g. Cmap Tools [®] , SimpleMind [®] , MindMaple [®])	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 [®] , Twitter)	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. instructional content, quizzes)	TC169Q15JA01 <input type="radio"/>	TC169Q15JA02 <input type="radio"/>	TC169Q15JA03 <input type="radio"/>	TC169Q15JA04 <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"/>

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.)

	Never or almost never	Some lessons	Most lessons	Every lesson or almost every lesson
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 have individual students 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, i.e. numeric score or letter 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 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 home work.	TC054Q07NA01 <input type="radio"/>	TC054Q07NA02 <input type="radio"/>	TC054Q07NA03 <input type="radio"/>	TC054Q07NA04 <input type="radio"/>

TC054

This year, how often did you do the following activities?

(If you need further explanation of the term “digital resources”, please use the help button.)

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
Use digital resources to design tasks	TC220Q02JA0 1 <input type="radio"/>	TC220Q02JA0 2 <input type="radio"/>	TC220Q02JA0 3 <input type="radio"/>	TC220Q02JA0 4 <input type="radio"/>	TC220Q02JA0 5 <input type="radio"/>
Use digital resources to explore new teaching methods	TC220Q04JA0 1 <input type="radio"/>	TC220Q04JA0 2 <input type="radio"/>	TC220Q04JA0 3 <input type="radio"/>	TC220Q04JA0 4 <input type="radio"/>	TC220Q04JA0 5 <input type="radio"/>
Use digital resources to enable student collaboration	TC220Q06JA0 1 <input type="radio"/>	TC220Q06JA0 2 <input type="radio"/>	TC220Q06JA0 3 <input type="radio"/>	TC220Q06JA0 4 <input type="radio"/>	TC220Q06JA0 5 <input type="radio"/>
Use digital resources to provide feedback to students	TC220Q07JA0 1 <input type="radio"/>	TC220Q07JA0 2 <input type="radio"/>	TC220Q07JA0 3 <input type="radio"/>	TC220Q07JA0 4 <input type="radio"/>	TC220Q07JA0 5 <input type="radio"/>
Use digital resources to provide access to instructional material for students who cannot physically attend class	TC220Q08JA0 1 <input type="radio"/>	TC220Q08JA0 2 <input type="radio"/>	TC220Q08JA0 3 <input type="radio"/>	TC220Q08JA0 4 <input type="radio"/>	TC220Q08JA0 5 <input type="radio"/>
Use digital resources to communicate with parents or guardians	TC220Q09JA0 1 <input type="radio"/>	TC220Q09JA0 2 <input type="radio"/>	TC220Q09JA0 3 <input type="radio"/>	TC220Q09JA0 4 <input type="radio"/>	TC220Q09JA0 5 <input type="radio"/>
Use online tools or computer-based testing to assess students' learning	TC220Q10JA0 1 <input type="radio"/>	TC220Q10JA0 2 <input type="radio"/>	TC220Q10JA0 3 <input type="radio"/>	TC220Q10JA0 4 <input type="radio"/>	TC220Q10JA0 5 <input type="radio"/>
Use digital resources to share ideas or resources with colleagues	TC220Q11JA0 1 <input type="radio"/>	TC220Q11JA0 2 <input type="radio"/>	TC220Q11JA0 3 <input type="radio"/>	TC220Q11JA0 4 <input type="radio"/>	TC220Q11JA0 5 <input type="radio"/>
Take part in professional communities of practice online	TC220Q12JA0 1 <input type="radio"/>	TC220Q12JA0 2 <input type="radio"/>	TC220Q12JA0 3 <input type="radio"/>	TC220Q12JA0 4 <input type="radio"/>	TC220Q12JA0 5 <input type="radio"/>

This year, how much emphasis have you placed on teaching the following competencies to your students?

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

(Please select one response in each row)

	No emphasis	Little emphasis	Some emphasis	A lot of emphasis
Evaluating the credibility of digital information	TC221Q01JA0 1 <input type="radio"/>	TC221Q01JA0 2 <input type="radio"/>	TC221Q01JA0 3 <input type="radio"/>	TC221Q01JA0 4 <input type="radio"/>
Sharing digital information with others (e.g. through presentations, documents, images or diagrams)	TC221Q02JA0 1 <input type="radio"/>	TC221Q02JA0 2 <input type="radio"/>	TC221Q02JA0 3 <input type="radio"/>	TC221Q02JA0 4 <input type="radio"/>
Using digital resources to solve real-world problems (e.g. measuring the height of a building, finding directions on a map)	TC221Q03JA0 1 <input type="radio"/>	TC221Q03JA0 2 <input type="radio"/>	TC221Q03JA0 3 <input type="radio"/>	TC221Q03JA0 4 <input type="radio"/>
Using digital tools to work collaboratively	TC221Q04JA0 1 <input type="radio"/>	TC221Q04JA0 2 <input type="radio"/>	TC221Q04JA0 3 <input type="radio"/>	TC221Q04JA0 4 <input type="radio"/>
Understanding the consequences of public dissemination of information online (privacy and safety)	TC221Q05JA0 1 <input type="radio"/>	TC221Q05JA0 2 <input type="radio"/>	TC221Q05JA0 3 <input type="radio"/>	TC221Q05JA0 4 <input type="radio"/>

TC221

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.)

	Strongly disagree	Disagree	Agree	Strongly agree
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 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 performance 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"/>

TC198

Rule: IF (^TC217Q01NA=01) THEN GOTO ^TC150 ELSE GOTO ^TC020
Message:

TC217R01

As part of your formal education and/or training, to what extent did you study the following areas?

(Please select one response in each row.)

	Not at all	Overview or introduction to topic	It was an area of emphasis
Mathematics	TC150Q01HA01 <input type="radio"/>	TC150Q01HA02 <input type="radio"/>	TC150Q01HA03 <input type="radio"/>
Pedagogy/teaching mathematics	TC150Q02HA01 <input type="radio"/>	TC150Q02HA02 <input type="radio"/>	TC150Q02HA03 <input type="radio"/>
Educational psychology	TC150Q03HA01 <input type="radio"/>	TC150Q03HA02 <input type="radio"/>	TC150Q03HA03 <input type="radio"/>
Remedial mathematics	TC150Q04HA01 <input type="radio"/>	TC150Q04HA02 <input type="radio"/>	TC150Q04HA03 <input type="radio"/>
Special education	TC150Q06HA01 <input type="radio"/>	TC150Q06HA02 <input type="radio"/>	TC150Q06HA03 <input type="radio"/>
Assessment methods in mathematics comprehension	TC150Q08HA01 <input type="radio"/>	TC150Q08HA02 <input type="radio"/>	TC150Q08HA03 <input type="radio"/>

What proportion of your teacher education or training program or other professional qualification was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for mathematics.)

(Note that the percentages must add up to 100.)

Mathematics: knowledge and skills related to mathematics domain	TC203Q01HA01 <input type="text"/>
Pedagogy of mathematics: knowledge and methodology of mathematics instructional skills (evidence-based strategies, model-based approach, guided discussion)	TC203Q02HA01 <input type="text"/>
General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	TC203Q03HA01 <input type="text"/>

Rule: IF (^TC203Q01HA01 + ^TC203Q02HA01 + ^TC203Q03HA01 != 100)
Message: Sum does not add to 100%, please check your response.

TC203E01

During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for mathematics.)

(Note that the percentages must add up to 100.)

Mathematics: knowledge and skills related to mathematics domain	TC204Q01HA01 <input type="text"/>
Pedagogy of mathematics: knowledge and methodology of mathematics instructional skills (evidence-based strategies, model-based approach, guided discussion)	TC204Q02HA01 <input type="text"/>
General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	TC204Q03HA01 <input type="text"/>

Rule: IF (^TC204Q01HA01 + ^TC204Q02HA01 + ^TC204Q03HA01 != 100)
Message: Sum does not add to 100%, please check your response.

TC204E01

How often do these things happen in your mathematics lessons?

(If you need further explanation of the term “digital resources”, please use the help button.)

(Please select one response in each row.)

	Every lesson	Most lessons	Some lessons	Never or almost never
Many students don't listen to what I say.	TC170Q01HA 01 <input type="radio"/>	TC170Q01HA 02 <input type="radio"/>	TC170Q01HA 03 <input type="radio"/>	TC170Q01HA 04 <input type="radio"/>
There is noise and disorder.	TC170Q02HA 01 <input type="radio"/>	TC170Q02HA 02 <input type="radio"/>	TC170Q02HA 03 <input type="radio"/>	TC170Q02HA 04 <input type="radio"/>
I have to wait a long time for students to quiet down.	TC170Q03HA 01 <input type="radio"/>	TC170Q03HA 02 <input type="radio"/>	TC170Q03HA 03 <input type="radio"/>	TC170Q03HA 04 <input type="radio"/>
Students cannot work well.	TC170Q04HA 01 <input type="radio"/>	TC170Q04HA 02 <input type="radio"/>	TC170Q04HA 03 <input type="radio"/>	TC170Q04HA 04 <input type="radio"/>
Students don't start working for a long time after the lesson begins.	TC170Q05HA 01 <input type="radio"/>	TC170Q05HA 02 <input type="radio"/>	TC170Q05HA 03 <input type="radio"/>	TC170Q05HA 04 <input type="radio"/>
Students get distracted by using digital resources (e.g. smartphones, websites, apps).	TC170Q06JA0 1 <input type="radio"/>	TC170Q06JA0 2 <input type="radio"/>	TC170Q06JA0 3 <input type="radio"/>	TC170Q06JA0 4 <input type="radio"/>
Students get distracted by other students who are using digital resources (e.g. smartphones, websites, apps).	TC170Q07JA0 1 <input type="radio"/>	TC170Q07JA0 2 <input type="radio"/>	TC170Q07JA0 3 <input type="radio"/>	TC170Q07JA0 4 <input type="radio"/>

TC170

How often do you instruct your students to do the following tasks in your mathematics lessons or when completing homework?

(If you need further explanation of the term “digital resources”, please use the help button.)

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	Does not apply
Use digital resources for simple calculations	TC222Q01JA0 1 <input type="radio"/>	TC222Q01JA0 2 <input type="radio"/>	TC222Q01JA0 3 <input type="radio"/>	TC222Q01JA0 4 <input type="radio"/>	TC222Q01JA0 5 <input type="radio"/>	TC222Q01JA0 6 <input type="radio"/>
Use digital resources to solve equations	TC222Q02JA0 1 <input type="radio"/>	TC222Q02JA0 2 <input type="radio"/>	TC222Q02JA0 3 <input type="radio"/>	TC222Q02JA0 4 <input type="radio"/>	TC222Q02JA0 5 <input type="radio"/>	TC222Q02JA0 6 <input type="radio"/>
Use digital resources for simulations and modelling (e.g. Geogebra, NetLogo, Blender), virtual laboratories (e.g. Labster)	TC222Q03JA0 1 <input type="radio"/>	TC222Q03JA0 2 <input type="radio"/>	TC222Q03JA0 3 <input type="radio"/>	TC222Q03JA0 4 <input type="radio"/>	TC222Q03JA0 5 <input type="radio"/>	TC222Q03JA0 6 <input type="radio"/>
Use digital resources for coding or algorithm activities (e.g. Scratch, Codecademy)	TC222Q04JA0 1 <input type="radio"/>	TC222Q04JA0 2 <input type="radio"/>	TC222Q04JA0 3 <input type="radio"/>	TC222Q04JA0 4 <input type="radio"/>	TC222Q04JA0 5 <input type="radio"/>	TC222Q04JA0 6 <input type="radio"/>

How often have you exposed your students to the following types of mathematics tasks in your mathematics lessons?

(Please select one response in each row.)

	Frequently	Sometimes	Rarely	Never
Extracting mathematical information from diagrams, graphs, or simulations	TC223Q01JA01 <input type="radio"/>	TC223Q01JA02 <input type="radio"/>	TC223Q01JA03 <input type="radio"/>	TC223Q01JA04 <input type="radio"/>
Interpreting mathematical solutions in the context of a real-life challenge	TC223Q02JA01 <input type="radio"/>	TC223Q02JA02 <input type="radio"/>	TC223Q02JA03 <input type="radio"/>	TC223Q02JA04 <input type="radio"/>
Using the concept of statistical variation to make a decision	TC223Q03JA01 <input type="radio"/>	TC223Q03JA02 <input type="radio"/>	TC223Q03JA03 <input type="radio"/>	TC223Q03JA04 <input type="radio"/>
Identifying mathematical aspects of a real-world problem	TC223Q04JA01 <input type="radio"/>	TC223Q04JA02 <input type="radio"/>	TC223Q04JA03 <input type="radio"/>	TC223Q04JA04 <input type="radio"/>
Identifying constraints and assumptions behind mathematical modelling	TC223Q05JA01 <input type="radio"/>	TC223Q05JA02 <input type="radio"/>	TC223Q05JA03 <input type="radio"/>	TC223Q05JA04 <input type="radio"/>
Representing a situation mathematically using variables, symbols, or diagrams	TC223Q06JA01 <input type="radio"/>	TC223Q06JA02 <input type="radio"/>	TC223Q06JA03 <input type="radio"/>	TC223Q06JA04 <input type="radio"/>
Evaluating the significance of observed patterns in data	TC223Q07JA01 <input type="radio"/>	TC223Q07JA02 <input type="radio"/>	TC223Q07JA03 <input type="radio"/>	TC223Q07JA04 <input type="radio"/>
Coding/programming computers	TC223Q08JA01 <input type="radio"/>	TC223Q08JA02 <input type="radio"/>	TC223Q08JA03 <input type="radio"/>	TC223Q08JA04 <input type="radio"/>
Working with computer mathematics systems (e.g. spreadsheets, programming software, graphing calculators)	TC223Q09JA01 <input type="radio"/>	TC223Q09JA02 <input type="radio"/>	TC223Q09JA03 <input type="radio"/>	TC223Q09JA04 <input type="radio"/>
Calculating the properties of an irregularly shaped object	TC223Q10JA01 <input type="radio"/>	TC223Q10JA02 <input type="radio"/>	TC223Q10JA03 <input type="radio"/>	TC223Q10JA04 <input type="radio"/>

TC223

This year, how often have you done the following things when teaching mathematics?

(Please select one response in each row.)

	Never or almost never	Less than half of the lessons	About half of the lessons	More than half of the lessons	Every lesson or almost every lesson
I asked students to think of problems from everyday life that could be solved with new mathematics knowledge we learned.	TC227Q01JA0 1 <input type="radio"/>	TC227Q01JA0 2 <input type="radio"/>	TC227Q01JA0 3 <input type="radio"/>	TC227Q01JA0 4 <input type="radio"/>	TC227Q01JA0 5 <input type="radio"/>
I showed students how mathematics can be useful in our everyday lives.	TC227Q02JA0 1 <input type="radio"/>	TC227Q02JA0 2 <input type="radio"/>	TC227Q02JA0 3 <input type="radio"/>	TC227Q02JA0 4 <input type="radio"/>	TC227Q02JA0 5 <input type="radio"/>
I encouraged students to "think mathematically".	TC227Q03JA0 1 <input type="radio"/>	TC227Q03JA0 2 <input type="radio"/>	TC227Q03JA0 3 <input type="radio"/>	TC227Q03JA0 4 <input type="radio"/>	TC227Q03JA0 5 <input type="radio"/>
I taught students how to use mathematical logic when approaching new situations.	TC227Q04JA0 1 <input type="radio"/>	TC227Q04JA0 2 <input type="radio"/>	TC227Q04JA0 3 <input type="radio"/>	TC227Q04JA0 4 <input type="radio"/>	TC227Q04JA0 5 <input type="radio"/>
I showed students how some problems that look difficult can be solved more easily by understanding how the number system is organised.	TC227Q05JA0 1 <input type="radio"/>	TC227Q05JA0 2 <input type="radio"/>	TC227Q05JA0 3 <input type="radio"/>	TC227Q05JA0 4 <input type="radio"/>	TC227Q05JA0 5 <input type="radio"/>
I gave problems from everyday life involving numbers and asked students to make a decision about the situation.	TC227Q06JA0 1 <input type="radio"/>	TC227Q06JA0 2 <input type="radio"/>	TC227Q06JA0 3 <input type="radio"/>	TC227Q06JA0 4 <input type="radio"/>	TC227Q06JA0 5 <input type="radio"/>
I asked students how different topics are connected to a bigger mathematical idea.	TC227Q07JA0 1 <input type="radio"/>	TC227Q07JA0 2 <input type="radio"/>	TC227Q07JA0 3 <input type="radio"/>	TC227Q07JA0 4 <input type="radio"/>	TC227Q07JA0 5 <input type="radio"/>
I encouraged students to think about how a problem from everyday life could be solved using mathematics.	TC227Q08JA0 1 <input type="radio"/>	TC227Q08JA0 2 <input type="radio"/>	TC227Q08JA0 3 <input type="radio"/>	TC227Q08JA0 4 <input type="radio"/>	TC227Q08JA0 5 <input type="radio"/>
I explained how different mathematical ideas connect to a larger context.	TC227Q09JA0 1 <input type="radio"/>	TC227Q09JA0 2 <input type="radio"/>	TC227Q09JA0 3 <input type="radio"/>	TC227Q09JA0 4 <input type="radio"/>	TC227Q09JA0 5 <input type="radio"/>

This year, how often have you done the following things when teaching mathematics?

(Please select one response in each row.)

	Never or almost never	Less than half of the lessons	About half of the lessons	More than half of the lessons	Every lesson or almost every lesson
I asked students to solve mathematics problems without computing anything.	TC228Q01JA0 1 <input type="radio"/>	TC228Q01JA0 2 <input type="radio"/>	TC228Q01JA0 3 <input type="radio"/>	TC228Q01JA0 4 <input type="radio"/>	TC228Q01JA0 5 <input type="radio"/>
I asked students to explain how we solved a mathematics problem.	TC228Q02JA0 1 <input type="radio"/>	TC228Q02JA0 2 <input type="radio"/>	TC228Q02JA0 3 <input type="radio"/>	TC228Q02JA0 4 <input type="radio"/>	TC228Q02JA0 5 <input type="radio"/>
I asked students to explain what assumptions they were making when solving a mathematics problem.	TC228Q03JA0 1 <input type="radio"/>	TC228Q03JA0 2 <input type="radio"/>	TC228Q03JA0 3 <input type="radio"/>	TC228Q03JA0 4 <input type="radio"/>	TC228Q03JA0 5 <input type="radio"/>
I asked students to explain their reasoning when solving a mathematics problem.	TC228Q04JA0 1 <input type="radio"/>	TC228Q04JA0 2 <input type="radio"/>	TC228Q04JA0 3 <input type="radio"/>	TC228Q04JA0 4 <input type="radio"/>	TC228Q04JA0 5 <input type="radio"/>
I asked students to defend their answer to a mathematics problem.	TC228Q05JA0 1 <input type="radio"/>	TC228Q05JA0 2 <input type="radio"/>	TC228Q05JA0 3 <input type="radio"/>	TC228Q05JA0 4 <input type="radio"/>	TC228Q05JA0 5 <input type="radio"/>
I asked students to think about how new and old mathematics topics were related.	TC228Q06JA0 1 <input type="radio"/>	TC228Q06JA0 2 <input type="radio"/>	TC228Q06JA0 3 <input type="radio"/>	TC228Q06JA0 4 <input type="radio"/>	TC228Q06JA0 5 <input type="radio"/>
I encouraged students to think about how to solve mathematics problems in different ways than demonstrated in class.	TC228Q07JA0 1 <input type="radio"/>	TC228Q07JA0 2 <input type="radio"/>	TC228Q07JA0 3 <input type="radio"/>	TC228Q07JA0 4 <input type="radio"/>	TC228Q07JA0 5 <input type="radio"/>
I told students to keep trying even when they face difficulties with a mathematics task.	TC228Q08JA0 1 <input type="radio"/>	TC228Q08JA0 2 <input type="radio"/>	TC228Q08JA0 3 <input type="radio"/>	TC228Q08JA0 4 <input type="radio"/>	TC228Q08JA0 5 <input type="radio"/>
I taught students to memorise rules and apply them to solve mathematics problems.	TC228Q09JA0 1 <input type="radio"/>	TC228Q09JA0 2 <input type="radio"/>	TC228Q09JA0 3 <input type="radio"/>	TC228Q09JA0 4 <input type="radio"/>	TC228Q09JA0 5 <input type="radio"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
The goal of teaching mathematics is to help students use mathematics to solve real-world problems.	TC230Q01JA0 1 <input type="radio"/>	TC230Q01JA0 2 <input type="radio"/>	TC230Q01JA0 3 <input type="radio"/>	TC230Q01JA0 4 <input type="radio"/>
I want my students to see the structure of the number system and the logic of mathematics.	TC230Q02JA0 1 <input type="radio"/>	TC230Q02JA0 2 <input type="radio"/>	TC230Q02JA0 3 <input type="radio"/>	TC230Q02JA0 4 <input type="radio"/>
Explaining why an answer is correct is just as important as getting a correct answer.	TC230Q03JA0 1 <input type="radio"/>	TC230Q03JA0 2 <input type="radio"/>	TC230Q03JA0 3 <input type="radio"/>	TC230Q03JA0 4 <input type="radio"/>
Even with the availability of calculators and computers, students need to learn traditional methods for performing mathematical operations.	TC230Q04JA0 1 <input type="radio"/>	TC230Q04JA0 2 <input type="radio"/>	TC230Q04JA0 3 <input type="radio"/>	TC230Q04JA0 4 <input type="radio"/>
Students should be able to figure out for themselves whether they have solved a mathematics problem correctly.	TC230Q05JA0 1 <input type="radio"/>	TC230Q05JA0 2 <input type="radio"/>	TC230Q05JA0 3 <input type="radio"/>	TC230Q05JA0 4 <input type="radio"/>
Students should learn basic skills before being asked to solve complex mathematics problems.	TC230Q06JA0 1 <input type="radio"/>	TC230Q06JA0 2 <input type="radio"/>	TC230Q06JA0 3 <input type="radio"/>	TC230Q06JA0 4 <input type="radio"/>
Asking students to solve difficult problems in class helps them become good problem solvers.	TC230Q07JA0 1 <input type="radio"/>	TC230Q07JA0 2 <input type="radio"/>	TC230Q07JA0 3 <input type="radio"/>	TC230Q07JA0 4 <input type="radio"/>
I would rather have my students solve a few complex problems than a lot of relatively easy ones.	TC230Q08JA0 1 <input type="radio"/>	TC230Q08JA0 2 <input type="radio"/>	TC230Q08JA0 3 <input type="radio"/>	TC230Q08JA0 4 <input type="radio"/>
An important reason for teaching mathematics is to help students become more logical.	TC230Q09JA0 1 <input type="radio"/>	TC230Q09JA0 2 <input type="radio"/>	TC230Q09JA0 3 <input type="radio"/>	TC230Q09JA0 4 <input type="radio"/>
Graphics calculators and computers can be used to help students see mathematics concepts in new and different ways.	TC230Q10JA0 1 <input type="radio"/>	TC230Q10JA0 2 <input type="radio"/>	TC230Q10JA0 3 <input type="radio"/>	TC230Q10JA0 4 <input type="radio"/>
Doing mathematics requires hypothesising, estimating, and creative thinking.	TC230Q11JA0 1 <input type="radio"/>	TC230Q11JA0 2 <input type="radio"/>	TC230Q11JA0 3 <input type="radio"/>	TC230Q11JA0 4 <input type="radio"/>
Most things a student needs to know in mathematics can be learned through memorisation.	TC230Q12JA0 1 <input type="radio"/>	TC230Q12JA0 2 <input type="radio"/>	TC230Q12JA0 3 <input type="radio"/>	TC230Q12JA0 4 <input type="radio"/>

Which of the following statements best describes the level of students in your Year 10 mathematics lessons?

(Please select one response.)

Mostly high achieving students in mathematics.	TC231Q01JA0 1 <input type="radio"/>
Mostly average students in mathematics.	TC231Q01JA0 2 <input type="radio"/>
Mostly low achieving students in mathematics.	TC231Q01JA0 3 <input type="radio"/>
Approximately equal numbers of high, average, and low achieving students in mathematics.	TC231Q01JA0 4 <input type="radio"/>

Rule: IF (1=1) THEN GOTO ^TC233 ELSE GOTO ^TC233

Message:

TC217R02

During the last 12 months, did you participate in any of the following activities?

(If you need further explanation of the term “digital resources”, please use the help button.)

(Please select one response in each row.)

	Yes	No
Qualification program (e.g. a Master's degree or PhD)	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"/>
Course, workshop, or conference on teaching methods	TC020Q07JA01 <input type="radio"/>	TC020Q07JA02 <input type="radio"/>
Course, workshop, or conference relevant to your subject-matter field	TC020Q08JA01 <input type="radio"/>	TC020Q08JA02 <input type="radio"/>
Observation visits to other schools	TC020Q09JA01 <input type="radio"/>	TC020Q09JA02 <input type="radio"/>
Training courses in private companies or other organisations	TC020Q10JA01 <input type="radio"/>	TC020Q10JA02 <input type="radio"/>
Listening to or watching recorded seminars or online courses (e.g. MOOCs) about the use of digital resources for teaching	TC020Q11JA01 <input type="radio"/>	TC020Q11JA02 <input type="radio"/>
Course, workshop, or conference about the use of digital resources for teaching	TC020Q12JA01 <input type="radio"/>	TC020Q12JA02 <input type="radio"/>
In-service training courses about the use of digital resources for teaching	TC020Q13JA01 <input type="radio"/>	TC020Q13JA02 <input type="radio"/>
Learning new pedagogical or instructional approaches with digital resources	TC020Q14JA01 <input type="radio"/>	TC020Q14JA02 <input type="radio"/>

In your teaching, 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 value learning	TC199Q02HA01 <input type="radio"/>	TC199Q02HA02 <input type="radio"/>	TC199Q02HA03 <input type="radio"/>	TC199Q02HA04 <input type="radio"/>
Develop good questions for my students	TC199Q03HA01 <input type="radio"/>	TC199Q03HA02 <input type="radio"/>	TC199Q03HA03 <input type="radio"/>	TC199Q03HA04 <input type="radio"/>
Manage 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 student 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 instructional strategies in my classroom	TC199Q12HA01 <input type="radio"/>	TC199Q12HA02 <input type="radio"/>	TC199Q12HA03 <input type="radio"/>	TC199Q12HA04 <input type="radio"/>

How often do these situations occur in your lessons?

(Please select one response in each row.)

	Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
I tailor my teaching to meet the needs of my students.	TC232Q01JA0 1 <input type="radio"/>	TC232Q01JA0 2 <input type="radio"/>	TC232Q01JA0 3 <input type="radio"/>	TC232Q01JA0 4 <input type="radio"/>
I provide individual help when a student has difficulties understanding a topic or task.	TC232Q02JA0 1 <input type="radio"/>	TC232Q02JA0 2 <input type="radio"/>	TC232Q02JA0 3 <input type="radio"/>	TC232Q02JA0 4 <input type="radio"/>
I change the structure of my lesson on a topic that most students find difficult to understand.	TC232Q03JA0 1 <input type="radio"/>	TC232Q03JA0 2 <input type="radio"/>	TC232Q03JA0 3 <input type="radio"/>	TC232Q03JA0 4 <input type="radio"/>
I provide individual support for advanced students.	TC232Q04JA0 1 <input type="radio"/>	TC232Q04JA0 2 <input type="radio"/>	TC232Q04JA0 3 <input type="radio"/>	TC232Q04JA0 4 <input type="radio"/>
I tell students how they are performing in my subject.	TC232Q05JA0 1 <input type="radio"/>	TC232Q05JA0 2 <input type="radio"/>	TC232Q05JA0 3 <input type="radio"/>	TC232Q05JA0 4 <input type="radio"/>
I give students feedback on their strengths in my course.	TC232Q06JA0 1 <input type="radio"/>	TC232Q06JA0 2 <input type="radio"/>	TC232Q06JA0 3 <input type="radio"/>	TC232Q06JA0 4 <input type="radio"/>
I tell students in which areas they can still improve.	TC232Q07JA0 1 <input type="radio"/>	TC232Q07JA0 2 <input type="radio"/>	TC232Q07JA0 3 <input type="radio"/>	TC232Q07JA0 4 <input type="radio"/>
I tell students how they can improve their performance.	TC232Q08JA0 1 <input type="radio"/>	TC232Q08JA0 2 <input type="radio"/>	TC232Q08JA0 3 <input type="radio"/>	TC232Q08JA0 4 <input type="radio"/>
I advise students on how to reach their learning goals.	TC232Q09JA0 1 <input type="radio"/>	TC232Q09JA0 2 <input type="radio"/>	TC232Q09JA0 3 <input type="radio"/>	TC232Q09JA0 4 <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®, Yahoo®, 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 more relevant for the 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 of 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"/>

TC166

Have you studied in a country other than Australia?

(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"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Creativity can be trained.	TC233Q01JA0 1 <input type="radio"/>	TC233Q01JA0 2 <input type="radio"/>	TC233Q01JA0 3 <input type="radio"/>	TC233Q01JA0 4 <input type="radio"/>
People can be creative if they keep trying.	TC233Q02JA0 1 <input type="radio"/>	TC233Q02JA0 2 <input type="radio"/>	TC233Q02JA0 3 <input type="radio"/>	TC233Q02JA0 4 <input type="radio"/>
There are many different ways to be creative.	TC233Q05JA0 1 <input type="radio"/>	TC233Q05JA0 2 <input type="radio"/>	TC233Q05JA0 3 <input type="radio"/>	TC233Q05JA0 4 <input type="radio"/>
It is possible to be creative in nearly any subject.	TC233Q06JA0 1 <input type="radio"/>	TC233Q06JA0 2 <input type="radio"/>	TC233Q06JA0 3 <input type="radio"/>	TC233Q06JA0 4 <input type="radio"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I am very creative.	TC234Q01JA0 1 <input type="radio"/>	TC234Q01JA0 2 <input type="radio"/>	TC234Q01JA0 3 <input type="radio"/>	TC234Q01JA0 4 <input type="radio"/>
I enjoy projects that require creative solutions.	TC234Q02JA0 1 <input type="radio"/>	TC234Q02JA0 2 <input type="radio"/>	TC234Q02JA0 3 <input type="radio"/>	TC234Q02JA0 4 <input type="radio"/>
I enjoy solving complex problems.	TC234Q03JA0 1 <input type="radio"/>	TC234Q03JA0 2 <input type="radio"/>	TC234Q03JA0 3 <input type="radio"/>	TC234Q03JA0 4 <input type="radio"/>
I enjoy learning new things.	TC234Q04JA0 1 <input type="radio"/>	TC234Q04JA0 2 <input type="radio"/>	TC234Q04JA0 3 <input type="radio"/>	TC234Q04JA0 4 <input type="radio"/>
I enjoy artistic activities.	TC234Q05JA0 1 <input type="radio"/>	TC234Q05JA0 2 <input type="radio"/>	TC234Q05JA0 3 <input type="radio"/>	TC234Q05JA0 4 <input type="radio"/>
I express myself through art.	TC234Q06JA0 1 <input type="radio"/>	TC234Q06JA0 2 <input type="radio"/>	TC234Q06JA0 3 <input type="radio"/>	TC234Q06JA0 4 <input type="radio"/>
I have difficulty using my imagination.	TC234Q08JA0 1 <input type="radio"/>	TC234Q08JA0 2 <input type="radio"/>	TC234Q08JA0 3 <input type="radio"/>	TC234Q08JA0 4 <input type="radio"/>
I have a good imagination.	TC234Q09JA0 1 <input type="radio"/>	TC234Q09JA0 2 <input type="radio"/>	TC234Q09JA0 3 <input type="radio"/>	TC234Q09JA0 4 <input type="radio"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I value students who have many new ideas.	TC235Q01JA0 1 <input type="radio"/>	TC235Q01JA0 2 <input type="radio"/>	TC235Q01JA0 3 <input type="radio"/>	TC235Q01JA0 4 <input type="radio"/>
I value students who are capable of writing creative stories or poems.	TC235Q02JA0 1 <input type="radio"/>	TC235Q02JA0 2 <input type="radio"/>	TC235Q02JA0 3 <input type="radio"/>	TC235Q02JA0 4 <input type="radio"/>
It is important that students are able to make creative works like drawing and painting.	TC235Q03JA0 1 <input type="radio"/>	TC235Q03JA0 2 <input type="radio"/>	TC235Q03JA0 3 <input type="radio"/>	TC235Q03JA0 4 <input type="radio"/>
It is important for students to be able to invent new things.	TC235Q04JA0 1 <input type="radio"/>	TC235Q04JA0 2 <input type="radio"/>	TC235Q04JA0 3 <input type="radio"/>	TC235Q04JA0 4 <input type="radio"/>
It is important for students to solve science problems creatively.	TC235Q05JA0 1 <input type="radio"/>	TC235Q05JA0 2 <input type="radio"/>	TC235Q05JA0 3 <input type="radio"/>	TC235Q05JA0 4 <input type="radio"/>
It is important for students to be creative in helping others have a good relationship.	TC235Q06JA0 1 <input type="radio"/>	TC235Q06JA0 2 <input type="radio"/>	TC235Q06JA0 3 <input type="radio"/>	TC235Q06JA0 4 <input type="radio"/>

TC235

How much importance do you give the following things in your class?

(Please select one response in each row.)

	No importance	Very little importance	Some importance	A lot of importance
Group work	TC236Q01JA01 <input type="radio"/>	TC236Q01JA02 <input type="radio"/>	TC236Q01JA03 <input type="radio"/>	TC236Q01JA04 <input type="radio"/>
Finding ideas through brainstorming	TC236Q02JA01 <input type="radio"/>	TC236Q02JA02 <input type="radio"/>	TC236Q02JA03 <input type="radio"/>	TC236Q02JA04 <input type="radio"/>
Playing educational games	TC236Q03JA01 <input type="radio"/>	TC236Q03JA02 <input type="radio"/>	TC236Q03JA03 <input type="radio"/>	TC236Q03JA04 <input type="radio"/>
Debating ideas or current issues	TC236Q04JA01 <input type="radio"/>	TC236Q04JA02 <input type="radio"/>	TC236Q04JA03 <input type="radio"/>	TC236Q04JA04 <input type="radio"/>
Giving students time to explore topics on their own	TC236Q05JA01 <input type="radio"/>	TC236Q05JA02 <input type="radio"/>	TC236Q05JA03 <input type="radio"/>	TC236Q05JA04 <input type="radio"/>
Journalling	TC236Q06JA01 <input type="radio"/>	TC236Q06JA02 <input type="radio"/>	TC236Q06JA03 <input type="radio"/>	TC236Q06JA04 <input type="radio"/>
Incorporating creative activities like drawing or poetry into projects	TC236Q07JA01 <input type="radio"/>	TC236Q07JA02 <input type="radio"/>	TC236Q07JA03 <input type="radio"/>	TC236Q07JA04 <input type="radio"/>

TC236

Please press the 'Forward' button to submit your responses.

Thank you very much for your cooperation in completing this questionnaire!

TCEnd01

