

Dear Sir/Madam

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 Form 4 classes when answering the questions in this questionnaire about your class.

The questionnaire should be completed by you only. It should take about 40 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.

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.)

| | |
|---------------|---------------------------------------|
| Malaysia | TC186C01HA01 <input type="radio"/> |
| Indonesia | TC186C01JA02 <input type="radio"/> |
| Philippines | TC186C01JA03 <input type="radio"/> |
| Thailand | TC186C01JA04 <input type="radio"/> |
| Singapore | TC186C01JA05 <input type="radio"/> |
| Other country | TC186C01JA06 <input type="radio"/> |

Do you have any of the following degrees?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Vocational Training Centres | TC210Q01JA0 1 <input type="radio"/> | TC210Q01JA0 2 <input type="radio"/> |
| Upper Secondary | TC210Q02JA0 1 <input type="radio"/> | TC210Q02JA0 2 <input type="radio"/> |
| Skills Certificate Programme | TC210Q03JA0 1 <input type="radio"/> | TC210Q03JA0 2 <input type="radio"/> |
| Foundation/ Form 6/ Matriculation/ Diploma | TC210Q04JA0 1 <input type="radio"/> | TC210Q04JA0 2 <input type="radio"/> |
| Bachelor's Degree | TC210Q05JA0 1 <input type="radio"/> | TC210Q05JA0 2 <input type="radio"/> |
| Master's Degree | TC210Q06JA0 1 <input type="radio"/> | TC210Q06JA0 2 <input type="radio"/> |
| Doctoral | 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 school year | TC211Q01JA0 2 <input type="radio"/> |
| Fixed-term contract for a period of 1 school 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 schooling levels?

(Please select one response in each row.)

| | Yes | No |
|-----------------|---|---|
| Lower Secondary | TC212Q01JA0 1 <input type="radio"/> | TC212Q01JA0 2 <input type="radio"/> |
| Upper Secondary | TC212Q02JA0 1 <input type="radio"/> | TC212Q02JA0 2 <input type="radio"/> |

Do you currently work as a teacher of Form 4 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 Form 4.

(Please type a number.)

| | |
|-------------------|--------------------------------------|
| Number of Schools | TC214Q01JA01 <input type="text"/> |
|-------------------|--------------------------------------|

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

Include time spent on teaching, planning lessons, marking students' homework and test scripts, 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"/> |
|-------|--------------------------------------|

How many 60-minute hours did you spend on the following tasks during your most recent complete calendar week 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 dialogue 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 co-operation with parents or guardians | TC216Q07JA01 <input type="text"/> |
| Engaging in extracurricular activities (e.g. sports and cultural activities after school) | TC216Q08JA01 <input type="text"/> |

This school year, do you teach mathematics to students in Form 4?

(Please select one response.)

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

TC217

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 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 receive your initial teaching qualifications?

(Please select one response.)

| | |
|--|---------------------------------------|
| I attended a standard teacher education or training programme at Institut Pendidikan Guru or university. | TC015Q01NA01 <input type="radio"/> |
| I attended an in-service teacher education or training programme. | TC015Q01NA02 <input type="radio"/> |
| I attended a work-based teacher education or training programme. | 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 programme or other professional qualification and do you teach them to Form 4 in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools 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.)

| | Included in my teacher education or training programme or other professional qualification | I teach it to Form 4 in the current school 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 programme or other professional qualification and your professional development activities?

(Please select all that apply.)

| | Included in my teacher education or training programme 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 programmes | 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. Mindmap®, Webspiration®) | 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 school 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 school 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"/> |

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 programme 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 reading literacy 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 reading literacy 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. | TC170Q01HA01 <input type="radio"/> | TC170Q01HA02 <input type="radio"/> | TC170Q01HA03 <input type="radio"/> | TC170Q01HA04 <input type="radio"/> |
| There is noise and disorder. | TC170Q02HA01 <input type="radio"/> | TC170Q02HA02 <input type="radio"/> | TC170Q02HA03 <input type="radio"/> | TC170Q02HA04 <input type="radio"/> |
| I have to wait a long time for students to quiet down. | TC170Q03HA01 <input type="radio"/> | TC170Q03HA02 <input type="radio"/> | TC170Q03HA03 <input type="radio"/> | TC170Q03HA04 <input type="radio"/> |
| Students cannot work well. | TC170Q04HA01 <input type="radio"/> | TC170Q04HA02 <input type="radio"/> | TC170Q04HA03 <input type="radio"/> | TC170Q04HA04 <input type="radio"/> |
| Students don't start working for a long time after the lesson begins. | TC170Q05HA01 <input type="radio"/> | TC170Q05HA02 <input type="radio"/> | TC170Q05HA03 <input type="radio"/> | TC170Q05HA04 <input type="radio"/> |
| Students get distracted by using digital resources (e.g. smartphones, websites, apps). | TC170Q06JA01 <input type="radio"/> | TC170Q06JA02 <input type="radio"/> | TC170Q06JA03 <input type="radio"/> | TC170Q06JA04 <input type="radio"/> |
| Students get distracted by other students who were using digital resources (e.g. smartphones, websites, apps). | TC170Q07JA01 <input type="radio"/> | TC170Q07JA02 <input type="radio"/> | TC170Q07JA03 <input type="radio"/> | TC170Q07JA04 <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, Net Logo), 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, etc.) | 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 | TC223Q01JA0 1 <input type="radio"/> | TC223Q01JA0 2 <input type="radio"/> | TC223Q01JA0 3 <input type="radio"/> | TC223Q01JA0 4 <input type="radio"/> |
| Interpreting mathematical solutions in the context of a real-life challenge | TC223Q02JA0 1 <input type="radio"/> | TC223Q02JA0 2 <input type="radio"/> | TC223Q02JA0 3 <input type="radio"/> | TC223Q02JA0 4 <input type="radio"/> |
| Using the concept of statistical variation to make a decision | TC223Q03JA0 1 <input type="radio"/> | TC223Q03JA0 2 <input type="radio"/> | TC223Q03JA0 3 <input type="radio"/> | TC223Q03JA0 4 <input type="radio"/> |
| Identifying mathematical aspects of a real-world problem | TC223Q04JA0 1 <input type="radio"/> | TC223Q04JA0 2 <input type="radio"/> | TC223Q04JA0 3 <input type="radio"/> | TC223Q04JA0 4 <input type="radio"/> |
| Identifying constraints and assumptions behind mathematical modelling | TC223Q05JA0 1 <input type="radio"/> | TC223Q05JA0 2 <input type="radio"/> | TC223Q05JA0 3 <input type="radio"/> | TC223Q05JA0 4 <input type="radio"/> |
| Representing a situation mathematically using variables, symbols, or diagrams | TC223Q06JA0 1 <input type="radio"/> | TC223Q06JA0 2 <input type="radio"/> | TC223Q06JA0 3 <input type="radio"/> | TC223Q06JA0 4 <input type="radio"/> |
| Evaluating the significance of observed patterns in data | TC223Q07JA0 1 <input type="radio"/> | TC223Q07JA0 2 <input type="radio"/> | TC223Q07JA0 3 <input type="radio"/> | TC223Q07JA0 4 <input type="radio"/> |
| Coding/programming computers | TC223Q08JA0 1 <input type="radio"/> | TC223Q08JA0 2 <input type="radio"/> | TC223Q08JA0 3 <input type="radio"/> | TC223Q08JA0 4 <input type="radio"/> |
| Working with computer mathematics systems (e.g. spreadsheets, programming software, graphing calculators) | TC223Q09JA0 1 <input type="radio"/> | TC223Q09JA0 2 <input type="radio"/> | TC223Q09JA0 3 <input type="radio"/> | TC223Q09JA0 4 <input type="radio"/> |
| Calculating the properties of an irregularly shaped object | TC223Q10JA0 1 <input type="radio"/> | TC223Q10JA0 2 <input type="radio"/> | TC223Q10JA0 3 <input type="radio"/> | TC223Q10JA0 4 <input type="radio"/> |

This school 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 school 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 memorize 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 Form 4 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 programme (e.g. a degree programme) | 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. Frog VLE) 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"/> |
| 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 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, e.g. 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 course. | 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

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.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 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"/> |

Have you studied in a country other than Malaysia?

(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"/> |

TC234

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"/> |
| Journaling | 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

In the past two weeks, how often have you experienced the following during the school day?

(Please select one response in each row.)

| | Never | Seldom | Often | Always |
|---|---|---|---|---|
| I was not thinking as clearly as usual. | TC237Q01JA0 1 <input type="radio"/> | TC237Q01JA0 2 <input type="radio"/> | TC237Q01JA0 3 <input type="radio"/> | TC237Q01JA0 4 <input type="radio"/> |
| It was hard for me to think about complicated things. | TC237Q02JA0 1 <input type="radio"/> | TC237Q02JA0 2 <input type="radio"/> | TC237Q02JA0 3 <input type="radio"/> | TC237Q02JA0 4 <input type="radio"/> |
| I was thinking slower than usual. | TC237Q03JA0 1 <input type="radio"/> | TC237Q03JA0 2 <input type="radio"/> | TC237Q03JA0 3 <input type="radio"/> | TC237Q03JA0 4 <input type="radio"/> |
| I was distracted. | TC237Q04JA0 1 <input type="radio"/> | TC237Q04JA0 2 <input type="radio"/> | TC237Q04JA0 3 <input type="radio"/> | TC237Q04JA0 4 <input type="radio"/> |
| It was easy for me to concentrate. | TC237Q05JA0 1 <input type="radio"/> | TC237Q05JA0 2 <input type="radio"/> | TC237Q05JA0 3 <input type="radio"/> | TC237Q05JA0 4 <input type="radio"/> |
| I felt focused. | TC237Q06JA0 1 <input type="radio"/> | TC237Q06JA0 2 <input type="radio"/> | TC237Q06JA0 3 <input type="radio"/> | TC237Q06JA0 4 <input type="radio"/> |

TC237

In the past two weeks, how often have you felt the following way during the school day?

(Please select one response in each row.)

| | Never | Seldom | Often | Always |
|--|---|---|---|---|
| I felt cheerful and in good spirits. | TC238Q01JA0 1 <input type="radio"/> | TC238Q01JA0 2 <input type="radio"/> | TC238Q01JA0 3 <input type="radio"/> | TC238Q01JA0 4 <input type="radio"/> |
| I felt calm and relaxed. | TC238Q02JA0 1 <input type="radio"/> | TC238Q02JA0 2 <input type="radio"/> | TC238Q02JA0 3 <input type="radio"/> | TC238Q02JA0 4 <input type="radio"/> |
| I felt active and vigorous. | TC238Q03JA0 1 <input type="radio"/> | TC238Q03JA0 2 <input type="radio"/> | TC238Q03JA0 3 <input type="radio"/> | TC238Q03JA0 4 <input type="radio"/> |
| I started the school day feeling fresh and rested. | TC238Q04JA0 1 <input type="radio"/> | TC238Q04JA0 2 <input type="radio"/> | TC238Q04JA0 3 <input type="radio"/> | TC238Q04JA0 4 <input type="radio"/> |
| I was interested and engaged in my daily activities. | TC238Q05JA0 1 <input type="radio"/> | TC238Q05JA0 2 <input type="radio"/> | TC238Q05JA0 3 <input type="radio"/> | TC238Q05JA0 4 <input type="radio"/> |

Thinking about the general climate in this school, to what extent do you agree or disagree with the following statements about what happens in this school?

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---|---|---|---|
| Teachers can rely on the school's management for professional support. | TC241Q01JA0 1 <input type="radio"/> | TC241Q01JA0 2 <input type="radio"/> | TC241Q01JA0 3 <input type="radio"/> | TC241Q01JA0 4 <input type="radio"/> |
| The principal has confidence in the expertise of the teachers. | TC241Q02JA0 1 <input type="radio"/> | TC241Q02JA0 2 <input type="radio"/> | TC241Q02JA0 3 <input type="radio"/> | TC241Q02JA0 4 <input type="radio"/> |
| Even in difficult situations, my colleagues know they can trust me. | TC241Q03JA0 1 <input type="radio"/> | TC241Q03JA0 2 <input type="radio"/> | TC241Q03JA0 3 <input type="radio"/> | TC241Q03JA0 4 <input type="radio"/> |
| Teachers can rely on each other. | TC241Q04JA0 1 <input type="radio"/> | TC241Q04JA0 2 <input type="radio"/> | TC241Q04JA0 3 <input type="radio"/> | TC241Q04JA0 4 <input type="radio"/> |
| I feel that I can trust my colleagues. | TC241Q05JA0 1 <input type="radio"/> | TC241Q05JA0 2 <input type="radio"/> | TC241Q05JA0 3 <input type="radio"/> | TC241Q05JA0 4 <input type="radio"/> |

TC241

To what extent do you agree or disagree with the following statements in reference to your job at this school?

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|
| I am given enough time to do what is expected of me at work. | TC243Q01JA0 1 <input type="radio"/> | TC243Q01JA0 2 <input type="radio"/> | TC243Q01JA0 3 <input type="radio"/> | TC243Q01JA0 4 <input type="radio"/> |
| I have too much work for one person to do. | TC243Q02JA0 1 <input type="radio"/> | TC243Q02JA0 2 <input type="radio"/> | TC243Q02JA0 3 <input type="radio"/> | TC243Q02JA0 4 <input type="radio"/> |
| There are times when I cannot meet everyone's expectations. | TC243Q03JA0 1 <input type="radio"/> | TC243Q03JA0 2 <input type="radio"/> | TC243Q03JA0 3 <input type="radio"/> | TC243Q03JA0 4 <input type="radio"/> |
| I have time for breaks during the workday. | TC243Q04JA0 1 <input type="radio"/> | TC243Q04JA0 2 <input type="radio"/> | TC243Q04JA0 3 <input type="radio"/> | TC243Q04JA0 4 <input type="radio"/> |
| My job prevents me from giving the time I want to my personal life. | TC243Q05JA0 1 <input type="radio"/> | TC243Q05JA0 2 <input type="radio"/> | TC243Q05JA0 3 <input type="radio"/> | TC243Q05JA0 4 <input type="radio"/> |
| My non-teaching tasks (e.g. counselling students, communicating with parents, administrative work) negatively affect my ability to teach. | TC243Q06JA0 1 <input type="radio"/> | TC243Q06JA0 2 <input type="radio"/> | TC243Q06JA0 3 <input type="radio"/> | TC243Q06JA0 4 <input type="radio"/> |

We would like to know the composition of your target Form 4 class. Please estimate the percentage of your students in this class who have the following characteristics.

The target class is the first class (attended by 15-year-old students) that you taught in this school after 11 a.m. last Tuesday. Please note that if you did not teach a class (attended by 15-year-old students) on Tuesday, this can be a class taught on a day following the last Tuesday.

Students may fall into multiple categories.

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

(Please select one response in each row.)

| | None | 1% to 10% | 11% to 30% | 31% to 60% | More than 60% |
|--|---|---|---|---|---|
| Students whose mother tongue language is different from the English language | TC244Q01JA0 1 <input type="radio"/> | TC244Q01JA0 2 <input type="radio"/> | TC244Q01JA0 3 <input type="radio"/> | TC244Q01JA0 4 <input type="radio"/> | TC244Q01JA0 5 <input type="radio"/> |
| Low academic achievers | TC244Q02JA0 1 <input type="radio"/> | TC244Q02JA0 2 <input type="radio"/> | TC244Q02JA0 3 <input type="radio"/> | TC244Q02JA0 4 <input type="radio"/> | TC244Q02JA0 5 <input type="radio"/> |
| Students with special needs | TC244Q03JA0 1 <input type="radio"/> | TC244Q03JA0 2 <input type="radio"/> | TC244Q03JA0 3 <input type="radio"/> | TC244Q03JA0 4 <input type="radio"/> | TC244Q03JA0 5 <input type="radio"/> |
| Students with behavioural problems | TC244Q04JA0 1 <input type="radio"/> | TC244Q04JA0 2 <input type="radio"/> | TC244Q04JA0 3 <input type="radio"/> | TC244Q04JA0 4 <input type="radio"/> | TC244Q04JA0 5 <input type="radio"/> |
| Students from socio-economically disadvantaged families | TC244Q05JA0 1 <input type="radio"/> | TC244Q05JA0 2 <input type="radio"/> | TC244Q05JA0 3 <input type="radio"/> | TC244Q05JA0 4 <input type="radio"/> | TC244Q05JA0 5 <input type="radio"/> |
| Academically gifted students | TC244Q06JA0 1 <input type="radio"/> | TC244Q06JA0 2 <input type="radio"/> | TC244Q06JA0 3 <input type="radio"/> | TC244Q06JA0 4 <input type="radio"/> | TC244Q06JA0 5 <input type="radio"/> |

What is the size of your target Form 4 class?

The target class is the first class (attended by 15-year-old students) that you taught in this school after 11 a.m. last Tuesday. Please note that if you did not teach a class (attended by 15-year-old students) on Tuesday, this can be a class taught on a day following the last Tuesday.

(Please type a number.)

| | |
|----------|--------------|
| Students | TC245Q01JA01 |
|----------|--------------|

How much control do you have in the following areas at your current school?

(Please select one response in each row.)

| | No control | Some control | A lot of control | Full control |
|--|---|---|---|---|
| Determining course content | TC246Q01JA0 1 <input type="radio"/> | TC246Q01JA0 2 <input type="radio"/> | TC246Q01JA0 3 <input type="radio"/> | TC246Q01JA0 4 <input type="radio"/> |
| Selecting teaching methods | TC246Q02JA0 1 <input type="radio"/> | TC246Q02JA0 2 <input type="radio"/> | TC246Q02JA0 3 <input type="radio"/> | TC246Q02JA0 4 <input type="radio"/> |
| Assessing students' learning | TC246Q03JA0 1 <input type="radio"/> | TC246Q03JA0 2 <input type="radio"/> | TC246Q03JA0 3 <input type="radio"/> | TC246Q03JA0 4 <input type="radio"/> |
| Disciplining students | TC246Q04JA0 1 <input type="radio"/> | TC246Q04JA0 2 <input type="radio"/> | TC246Q04JA0 3 <input type="radio"/> | TC246Q04JA0 4 <input type="radio"/> |
| Determining the amount of homework to be assigned | TC246Q05JA0 1 <input type="radio"/> | TC246Q05JA0 2 <input type="radio"/> | TC246Q05JA0 3 <input type="radio"/> | TC246Q05JA0 4 <input type="radio"/> |
| Turning down non-teaching tasks (e.g. counselling students, communicating with parents, administrative work) | TC246Q06JA0 1 <input type="radio"/> | TC246Q06JA0 2 <input type="radio"/> | TC246Q06JA0 3 <input type="radio"/> | TC246Q06JA0 4 <input type="radio"/> |
| Choosing teaching materials such as the textbooks | TC246Q07JA0 1 <input type="radio"/> | TC246Q07JA0 2 <input type="radio"/> | TC246Q07JA0 3 <input type="radio"/> | TC246Q07JA0 4 <input type="radio"/> |

In the past 12 months at this school, how often have you received feedback from the following sources?

(Please select one response in each row.)

| | 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 |
|---|---|---|---|---|---|
| External individuals or staff from external bodies | TC247Q01JA0 1 <input type="radio"/> | TC247Q01JA0 2 <input type="radio"/> | TC247Q01JA0 3 <input type="radio"/> | TC247Q01JA0 4 <input type="radio"/> | TC247Q01JA0 5 <input type="radio"/> |
| School principal or member(s) of the school management team | TC247Q02JA0 1 <input type="radio"/> | TC247Q02JA0 2 <input type="radio"/> | TC247Q02JA0 3 <input type="radio"/> | TC247Q02JA0 4 <input type="radio"/> | TC247Q02JA0 5 <input type="radio"/> |
| Other colleagues within the school (not a part of the school management team) | TC247Q03JA0 1 <input type="radio"/> | TC247Q03JA0 2 <input type="radio"/> | TC247Q03JA0 3 <input type="radio"/> | TC247Q03JA0 4 <input type="radio"/> | TC247Q03JA0 5 <input type="radio"/> |
| Parents or guardians | TC247Q04JA0 1 <input type="radio"/> | TC247Q04JA0 2 <input type="radio"/> | TC247Q04JA0 3 <input type="radio"/> | TC247Q04JA0 4 <input type="radio"/> | TC247Q04JA0 5 <input type="radio"/> |

Thinking of all of the feedback that you have received during the last 12 months at this school, did any of these have a positive impact on your teaching practice?

(Please select one response.)

| | |
|-----|---|
| Yes | TC248Q01JA0 1 <input type="radio"/> |
| No | TC248Q01JA0 2 <input type="radio"/> |

For how many more years do you want to continue to work as a teacher?

(Please type a number.)

| | |
|-------|-------------------------------------|
| Years | <div>TC249Q01JA01</div> <div></div> |
|-------|-------------------------------------|

This school year, have you seriously considered leaving classroom teaching?

(Please select one response.)

| | |
|-----|---|
| Yes | TC250Q01JA0 1 <input type="radio"/> |
| No | TC250Q01JA0 2 <input type="radio"/> |

How likely is it that you would leave classroom teaching because of the following reasons?

(Please select one response in each row.)

| | Not at all likely | Not very likely | Likely | Very likely |
|---|---|---|---|---|
| To be promoted to a school leader/principal | TC251Q01JA0 1 <input type="radio"/> | TC251Q01JA0 2 <input type="radio"/> | TC251Q01JA0 3 <input type="radio"/> | TC251Q01JA0 4 <input type="radio"/> |
| To pursue further education toward a degree in education | TC251Q02JA0 1 <input type="radio"/> | TC251Q02JA0 2 <input type="radio"/> | TC251Q02JA0 3 <input type="radio"/> | TC251Q02JA0 4 <input type="radio"/> |
| To pursue further education toward a degree outside of the field of education | TC251Q03JA0 1 <input type="radio"/> | TC251Q03JA0 2 <input type="radio"/> | TC251Q03JA0 3 <input type="radio"/> | TC251Q03JA0 4 <input type="radio"/> |
| To take a job outside of education | TC251Q04JA0 1 <input type="radio"/> | TC251Q04JA0 2 <input type="radio"/> | TC251Q04JA0 3 <input type="radio"/> | TC251Q04JA0 4 <input type="radio"/> |
| For family reasons | TC251Q05JA0 1 <input type="radio"/> | TC251Q05JA0 2 <input type="radio"/> | TC251Q05JA0 3 <input type="radio"/> | TC251Q05JA0 4 <input type="radio"/> |
| To take a break from work | TC251Q06JA0 1 <input type="radio"/> | TC251Q06JA0 2 <input type="radio"/> | TC251Q06JA0 3 <input type="radio"/> | TC251Q06JA0 4 <input type="radio"/> |
| Because I shall have reached the retirement age as a teacher | TC251Q07JA0 1 <input type="radio"/> | TC251Q07JA0 2 <input type="radio"/> | TC251Q07JA0 3 <input type="radio"/> | TC251Q07JA0 4 <input type="radio"/> |

During the last 12 months, how frequently did your principal in this school engage in the following things?

(Please select one response in each row.)

| | Never or rarely | Sometimes | Often | Very often |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| My principal collaborated with teachers to solve classroom discipline problems. | TC253Q01JA01 <input type="radio"/> | TC253Q01JA02 <input type="radio"/> | TC253Q01JA03 <input type="radio"/> | TC253Q01JA04 <input type="radio"/> |
| My principal observed instruction in the classroom. | TC253Q02JA01 <input type="radio"/> | TC253Q02JA02 <input type="radio"/> | TC253Q02JA03 <input type="radio"/> | TC253Q02JA04 <input type="radio"/> |
| My principal provided feedback to teachers based on his/her observations. | TC253Q03JA01 <input type="radio"/> | TC253Q03JA02 <input type="radio"/> | TC253Q03JA03 <input type="radio"/> | TC253Q03JA04 <input type="radio"/> |
| My principal took actions to support co-operation among teachers to develop new teaching practices. | TC253Q04JA01 <input type="radio"/> | TC253Q04JA02 <input type="radio"/> | TC253Q04JA03 <input type="radio"/> | TC253Q04JA04 <input type="radio"/> |
| My principal took actions to ensure that teachers take responsibility for improving their teaching skills. | TC253Q05JA01 <input type="radio"/> | TC253Q05JA02 <input type="radio"/> | TC253Q05JA03 <input type="radio"/> | TC253Q05JA04 <input type="radio"/> |
| My principal took actions to ensure that teachers feel responsible for their students' learning outcomes. | TC253Q06JA01 <input type="radio"/> | TC253Q06JA02 <input type="radio"/> | TC253Q06JA03 <input type="radio"/> | TC253Q06JA04 <input type="radio"/> |
| My principal organises people and activities in a way that facilitates the teachers' work. | TC253Q07JA01 <input type="radio"/> | TC253Q07JA02 <input type="radio"/> | TC253Q07JA03 <input type="radio"/> | TC253Q07JA04 <input type="radio"/> |

TC253

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

(Please select one response in each row.)

| | Not at all | To some extent | Quite a bit | A lot |
|---|---|---|---|---|
| I experience stress in my work. | TC254Q01JA0 1 <input type="radio"/> | TC254Q01JA0 2 <input type="radio"/> | TC254Q01JA0 3 <input type="radio"/> | TC254Q01JA0 4 <input type="radio"/> |
| My job leaves me time for my personal life. | TC254Q02JA0 1 <input type="radio"/> | TC254Q02JA0 2 <input type="radio"/> | TC254Q02JA0 3 <input type="radio"/> | TC254Q02JA0 4 <input type="radio"/> |
| My job negatively impacts my mental health. | TC254Q03JA0 1 <input type="radio"/> | TC254Q03JA0 2 <input type="radio"/> | TC254Q03JA0 3 <input type="radio"/> | TC254Q03JA0 4 <input type="radio"/> |
| My job negatively impacts my physical health. | TC254Q04JA0 1 <input type="radio"/> | TC254Q04JA0 2 <input type="radio"/> | TC254Q04JA0 3 <input type="radio"/> | TC254Q04JA0 4 <input type="radio"/> |

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

(Please select one response in each row.)

| | Not at all | To some extent | Quite a bit | A lot |
|---|---|---|---|---|
| Having too little time for lesson preparation | TC255Q01JA0 1 <input type="radio"/> | TC255Q01JA0 2 <input type="radio"/> | TC255Q01JA0 3 <input type="radio"/> | TC255Q01JA0 4 <input type="radio"/> |
| Having too many lessons to teach | TC255Q02JA0 1 <input type="radio"/> | TC255Q02JA0 2 <input type="radio"/> | TC255Q02JA0 3 <input type="radio"/> | TC255Q02JA0 4 <input type="radio"/> |
| Having too much marking students' homework and test scripts | TC255Q03JA0 1 <input type="radio"/> | TC255Q03JA0 2 <input type="radio"/> | TC255Q03JA0 3 <input type="radio"/> | TC255Q03JA0 4 <input type="radio"/> |
| Having too much administrative work to do | TC255Q04JA0 1 <input type="radio"/> | TC255Q04JA0 2 <input type="radio"/> | TC255Q04JA0 3 <input type="radio"/> | TC255Q04JA0 4 <input type="radio"/> |
| Being held responsible for students' achievement | TC255Q05JA0 1 <input type="radio"/> | TC255Q05JA0 2 <input type="radio"/> | TC255Q05JA0 3 <input type="radio"/> | TC255Q05JA0 4 <input type="radio"/> |
| Maintaining classroom discipline | TC255Q06JA0 1 <input type="radio"/> | TC255Q06JA0 2 <input type="radio"/> | TC255Q06JA0 3 <input type="radio"/> | TC255Q06JA0 4 <input type="radio"/> |
| Being intimidated or verbally abused by students | TC255Q07JA0 1 <input type="radio"/> | TC255Q07JA0 2 <input type="radio"/> | TC255Q07JA0 3 <input type="radio"/> | TC255Q07JA0 4 <input type="radio"/> |
| Addressing parent or guardian concerns | TC255Q08JA0 1 <input type="radio"/> | TC255Q08JA0 2 <input type="radio"/> | TC255Q08JA0 3 <input type="radio"/> | TC255Q08JA0 4 <input type="radio"/> |
| Modifying lessons for students with special needs | TC255Q09JA0 1 <input type="radio"/> | TC255Q09JA0 2 <input type="radio"/> | TC255Q09JA0 3 <input type="radio"/> | TC255Q09JA0 4 <input type="radio"/> |

This school year, how often have you had the following during the school day?

(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 |
|-------------------|---|---|---|---|---|
| Headache | TC256Q01JA0 1 <input type="radio"/> | TC256Q01JA0 2 <input type="radio"/> | TC256Q01JA0 3 <input type="radio"/> | TC256Q01JA0 4 <input type="radio"/> | TC256Q01JA0 5 <input type="radio"/> |
| Stomach pain | TC256Q02JA0 1 <input type="radio"/> | TC256Q02JA0 2 <input type="radio"/> | TC256Q02JA0 3 <input type="radio"/> | TC256Q02JA0 4 <input type="radio"/> | TC256Q02JA0 5 <input type="radio"/> |
| Back pain | TC256Q03JA0 1 <input type="radio"/> | TC256Q03JA0 2 <input type="radio"/> | TC256Q03JA0 3 <input type="radio"/> | TC256Q03JA0 4 <input type="radio"/> | TC256Q03JA0 5 <input type="radio"/> |
| Feeling down | TC256Q04JA0 1 <input type="radio"/> | TC256Q04JA0 2 <input type="radio"/> | TC256Q04JA0 3 <input type="radio"/> | TC256Q04JA0 4 <input type="radio"/> | TC256Q04JA0 5 <input type="radio"/> |
| Irritability | TC256Q05JA0 1 <input type="radio"/> | TC256Q05JA0 2 <input type="radio"/> | TC256Q05JA0 3 <input type="radio"/> | TC256Q05JA0 4 <input type="radio"/> | TC256Q05JA0 5 <input type="radio"/> |
| Feeling nervous | TC256Q06JA0 1 <input type="radio"/> | TC256Q06JA0 2 <input type="radio"/> | TC256Q06JA0 3 <input type="radio"/> | TC256Q06JA0 4 <input type="radio"/> | TC256Q06JA0 5 <input type="radio"/> |
| Fatigue | TC256Q07JA0 1 <input type="radio"/> | TC256Q07JA0 2 <input type="radio"/> | TC256Q07JA0 3 <input type="radio"/> | TC256Q07JA0 4 <input type="radio"/> | TC256Q07JA0 5 <input type="radio"/> |
| Feeling dizzy | TC256Q08JA0 1 <input type="radio"/> | TC256Q08JA0 2 <input type="radio"/> | TC256Q08JA0 3 <input type="radio"/> | TC256Q08JA0 4 <input type="radio"/> | TC256Q08JA0 5 <input type="radio"/> |
| Feeling anxious | TC256Q09JA0 1 <input type="radio"/> | TC256Q09JA0 2 <input type="radio"/> | TC256Q09JA0 3 <input type="radio"/> | TC256Q09JA0 4 <input type="radio"/> | TC256Q09JA0 5 <input type="radio"/> |
| Sleep deprivation | TC256Q10JA0 1 <input type="radio"/> | TC256Q10JA0 2 <input type="radio"/> | TC256Q10JA0 3 <input type="radio"/> | TC256Q10JA0 4 <input type="radio"/> | TC256Q10JA0 5 <input type="radio"/> |

This school year, how many days have you missed work because of any of the previously listed symptoms?

(Please type a number.)

| | |
|------|-------------------------------------|
| Days | <div>TC257Q01JA01</div> <div></div> |
|------|-------------------------------------|

The following question asks how satisfied you feel about your job, on a scale from “0” to “10”. Zero means you feel ‘not at all satisfied’ and “10” means ‘completely satisfied’.

Overall, how satisfied are you with your job as a whole these days?

(Please move the slider to the appropriate number.)

TC258Q01JA01

010

TC258

Rule: IF ^TC258Q01JA01=""

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

TC258E01

The following question asks how satisfied you feel about your life, on a scale from “0” to “10”. Zero means you feel ‘not at all satisfied’ and “10” means ‘completely satisfied’.

Overall, how satisfied are you with your life as a whole these days?

(Please move the slider to the appropriate number.)

TC259Q01JA01

010

Rule: IF ^TC259Q01JA01=""

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

TC259E01

To what extent do you agree or disagree with the following statements about your professional work?

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|
| I have a sense of direction and purpose in my work. | TC260Q01JA0 1 <input type="radio"/> | TC260Q01JA0 2 <input type="radio"/> | TC260Q01JA0 3 <input type="radio"/> | TC260Q01JA0 4 <input type="radio"/> |
| My daily activities often seem trivial and unimportant to me. | TC260Q02JA0 1 <input type="radio"/> | TC260Q02JA0 2 <input type="radio"/> | TC260Q02JA0 3 <input type="radio"/> | TC260Q02JA0 4 <input type="radio"/> |
| I enjoy making work plans for my future. | TC260Q03JA0 1 <input type="radio"/> | TC260Q03JA0 2 <input type="radio"/> | TC260Q03JA0 3 <input type="radio"/> | TC260Q03JA0 4 <input type="radio"/> |
| I sometimes feel as if I've done all there is to do at my work. | TC260Q04JA0 1 <input type="radio"/> | TC260Q04JA0 2 <input type="radio"/> | TC260Q04JA0 3 <input type="radio"/> | TC260Q04JA0 4 <input type="radio"/> |
| I sometimes feel my job is useless. | TC260Q05JA0 1 <input type="radio"/> | TC260Q05JA0 2 <input type="radio"/> | TC260Q05JA0 3 <input type="radio"/> | TC260Q05JA0 4 <input type="radio"/> |

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

