

# SURVEY OF PRIMARY SCHOOLS

Dear Teacher,

The [name of institution] is carrying out research on how children get on in Grade 4 of primary school. This research is being carried out in a number of schools around the country and in other European countries. We would appreciate it if you could find the time to complete this questionnaire, it should take no more than 35 minutes. Your views are very important, as they will help develop policies to assist students, parents and school staff. All the information you give will be strictly **confidential** and will be used for research purposes only.

This study aims in investigating teachers' opinions on their school's policy. This study mainly examines the policy developed by your school with respect to the following aspects of teaching:

## **A. Making good use of teaching time**

As far as the use of the teaching time is concerned issues related to management of time, student absenteeism, teacher absenteeism, homework assignment, school timetable scheduling and teaching time spent on extra-curriculum activities (e.g., practice time for school events) are examined.

## **B. Provision of learning opportunities:**

The school policy is examined in relation to the achievement of specific goals set by the school, use of visual material and technological equipment in teaching, dealing with students that have educational needs (e.g., gifted children, children with learning difficulties, children with special interests) as well as the long-term planning of teaching by the teachers.

## **C. Quality of teaching:**

The school policy is examined in relation to the following factors concerned with the teacher behaviour in the classroom: Student evaluation, structuring, orientation of students in achieving specific goals, application exercises, posing and using questions in teaching, use of learning strategies, time management, and classroom as a learning environment.

Your views about the policy on the broader learning environment of your school are also examined. Four aspects of the **School Learning Environment (SLE)** are taken into account:

- policy on student behavior outside the classroom
- teacher collaboration
- relations with parents and the wider school community
- use of educational resources

**Thank you very much for your help.**

**PART A: ABOUT YOU**

Put a  $\surd$  in the appropriate box or fill where necessary:

**Q1. Are you male or female?**

Male.....<sub>1</sub>      Female.....<sub>2</sub>

**Q2. What is your teaching position in this school?**

Teacher.....<sub>1</sub>      Deputy Head Teacher/Principal .....<sub>2</sub>      Head Teacher/Principal  
.....<sub>3</sub>

**Q3. How many years have you been teaching at primary school level? (Please count this school year and exclude career breaks)**

- (a) in this school.....\_\_\_\_\_years
- (b) in other primary schools.....\_\_\_\_\_years
- (c) Total.....\_\_\_\_\_years

**PART B: THE FORMATION OF SCHOOL POLICY AND THE LEARNING ENVIRONMENT OF THE SCHOOL**

Part B refers to statements concerned with practices that may occur in your school. Please circle a number from 1-4 on each line to show the extent to which you agree with the statements describing what happens in your school. After reading carefully each statement circle the number:

- 1: if you **strongly disagree** with the statement
- 2: if you **disagree** with the statement
- 3: if you **agree** with the statement
- 4: if you **strongly agree** with the statement

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q4.</b>	At staff meetings in our school we discuss and take decisions on issues concerned with:				
	a. Making good use of teaching time	1	2	3	4
	b. Provision of extra learning opportunities in addition to those offered by the formal curriculum (e.g., extra-curricular activities, festivals, fairs, school trips, clubs)	1	2	3	4
	c. Methods to effectively teach students (e.g., structuring lessons, questioning, application, student assessment etc.)	1	2	3	4
	d. Teacher's role during break time	1	2	3	4
	e. Developing trust between teachers and children	1	2	3	4
<b>Q5.</b>	My school keeps systematic records concerned with:				
	a. Student absenteeism	1	2	3	4
	b. Teacher absenteeism	1	2	3	4
	c. Special educational needs of students	1	2	3	4
	d. Long-term planning by teachers	1	2	3	4
	e. Organization of trips, visits and other extra-curricular activities not included in the formal curriculum	1	2	3	4
	f. Problems that arise among students during break time	1	2	3	4
	g. The use of educational tools for teaching supplied by the school (e.g., maps, software etc.)	1	2	3	4
<b>Q6.</b>	My school participates in programmes (e.g., Comenius, action research projects, collaboration with other schools, pilot initiatives) that aim at:				
	a. Making good use of teaching time	1	2	3	4
	b. Providing learning opportunities beyond the ones offered by the formal curriculum	1	2	3	4
	c. Improving the quality of teaching	1	2	3	4
<b>Q7.</b>	When designing the school-timetable we take into account that enough time should be provided for students and/or teachers to move between classrooms	1	2	3	4

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q8.</b>	I feel that I am positively influenced by the staff meetings in relation to the following:				
	a. Management of teaching time	1	2	3	4
	b. Dealing with student absenteeism	1	2	3	4
	c. Homework	1	2	3	4
	d. Making good use of teaching time that is spent on activities not included in the formal curriculum (e.g. rehearsals)	1	2	3	4
	e. Use of visual aids and technological equipment in teaching (e.g. overhead projector, computer)	1	2	3	4
	f. Dealing with students that have special educational needs (e.g., gifted children, children with learning disabilities, children with special interests)	1	2	3	4
	g. Long-term planning of teaching	1	2	3	4
	h. Interaction with students during break time	1	2	3	4
	i. Student evaluation	1	2	3	4
	j. Structuring of lessons	1	2	3	4
	k. Student orientation (i.e., helping students to understand why a unit is taught)	1	2	3	4
	l. Using exercises to help students apply their learning (i.e., giving them tasks which apply the concepts taught to a situation in everyday life)	1	2	3	4
	m. Asking questions and making good use of them	1	2	3	4
	n. Strategies for learning	1	2	3	4
	o. The learning environment of the classroom (e.g., promoting interaction among students)	1	2	3	4
<b>Q9.</b>	My school takes into consideration the professional needs of each teacher and does not expect each teacher to implement the school policy for teaching in the same way (the school policy being what is decided at the school level regarding quantity and quality of education, providing learning opportunities ...)	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q10.	We take into account research findings (e.g., recently published articles in scientific journals, results of research studies) in developing the school policy on teaching	1	2	3	4
Q11.	We take into account research findings when we form a school policy concerned with:				
	a. parental involvement	1	2	3	4
	b. teacher collaboration	1	2	3	4
	c. use of resources for teaching provided by the school	1	2	3	4
Q12.	Incentives are provided and/or support is given to teachers to implement the school policy on teaching (e.g., reward teachers who spend extra time with students who were absent from school in order to explain to them the concepts taught during their absenteeism)	1	2	3	4
Q13.	My school encourages teachers to cooperate with the parents of children who struggle academically	1	2	3	4
Q14.	The teachers in my school cooperate with each other by exchanging ideas and material when teaching specific units or series of lessons.	1	2	3	4
Q15.	Discussions at staff meetings help me to improve my practice in:				
	a. Making good use of teaching time	1	2	3	4
	b. Providing learning opportunities to students beyond the ones offered by the formal curriculum	1	2	3	4
	c. My teaching behaviour in the classroom	1	2	3	4
	d. My role during break time	1	2	3	4
	e. Using different educational tools for teaching provided by the school	1	2	3	4
	f. Involving parents in the learning process	1	2	3	4
Q16.	In my school, teachers observe each other teaching as a way to discuss and share opinions on effective teaching	1	2	3	4
Q17.	The teachers in my school participate in educational school-based seminars (e.g., workshops) which deal with <b>specific</b> issues that the school faces	1	2	3	4
Q18.	My school has formed a <b>specific</b> policy for student behaviour during break time	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
Q19.	In my school we share the opinion that break time is an opportunity for teachers to approach and interact with children that face problems which may affect their learning	1	2	3	4
Q20.	In my school, we have taken the decision to organize fun activities during break time that may help students to achieve specific learning goals (e.g., games, dance, sports)	1	2	3	4
Q21.	In parent-teacher meetings organized by the school, the way in which parents can help in dealing with the following issues are discussed:				
	a. Student absenteeism	1	2	3	4
	b. Homework	1	2	3	4
	c. Addressing children's educational needs (e.g., gifted children, children with learning difficulties, children with special interests)	1	2	3	4
	d. Parents providing learning opportunities in the school through activities organized on their own initiative (e.g., educational visits, educational games)	1	2	3	4
Q22.	There is material on notice-boards in the school relevant to:				
	a. Good use of teaching time	1	2	3	4
	b. Provision of learning opportunities beyond the ones provided by the formal curriculum	1	2	3	4
	c. Characteristics of effective teaching	1	2	3	4
	d. The use of different educational tools for teaching provided by the school	1	2	3	4
Q23.	At staff meetings, we usually make decisions on the ways in which parents can be involved in the learning process	1	2	3	4
Q24.	During break time, the teachers spend more time with students who face learning difficulties than with other students	1	2	3	4
Q25.	Parents are often invited to our school to observe teaching so that they are aware of the policy the classroom teacher adopts	1	2	3	4
Q26.	My school has a <b>clear</b> policy for parental involvement in the learning process	1	2	3	4
Q27.	In my school, there is an opportunity for different groups/people outside the school to become involved with and cooperate in the <b>learning process</b> of (for example, a basketball player of a local team together with teachers teaches different basketball techniques)	1	2	3	4

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q28.</b>	Discussions at staff meetings lead to an improvement in the way in which the school offers teachers opportunities for professional development and training	1	2	3	4
<b>Q29.</b>	My school invites specialists in to conduct in-service training for teachers (e.g., an expert that works on developing students' creativity or other types of in-service)	1	2	3	4
<b>Q30.</b>	The management team (principal and deputy heads) organizes in-service seminars for a specific group of teachers when they think it is needed (e.g., newly appointed teachers)	1	2	3	4

***PART C: EVALUATION OF SCHOOL POLICY***

This section is concerned with the evaluation of school policy. To answer questions in Part C, please circle a number from 1-4 on each line to show the extent to which you agree with each statement describing what happens in your school. After reading carefully each statement circle the number:

- 1: if you **strongly disagree** with the statement
- 2: if you **disagree** with the statement
- 3: if you **agree** with the statement
- 4: if you **strongly agree** with the statement

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q31.</b>	The principal and/or other members of the school staff observe the way the teaching policy is put into practice and presents the results of their observations to staff	1	2	3	4
<b>Q32.</b>	To evaluate the implementation of the school policy on teaching, we collect information from:				
	a. Teachers	1	2	3	4
	b. Students	1	2	3	4
	c. Parents	1	2	3	4
<b>Q33.</b>	Teachers' <b>capacity</b> to implement the school policy on teaching (e.g. quantity of education, quality of education, provision of learning opportunities for students )is evaluated within the school	1	2	3	4
<b>Q34.</b>	Information collected during evaluation of the school policy on teaching is used for re-designing the policy or for taking new decisions	1	2	3	4

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q35.</b>	The results of the evaluation of the school policy on teaching are used by the school <b>principal</b> for the summative evaluation of teachers (e.g. career development purposes)	1	2	3	4
<b>Q36.</b>	We evaluate the extent to which student discipline problems during break time <b>are reduced</b> as a result of the school policy	1	2	3	4
<b>Q37.</b>	Aspects of my school's policy on teaching which are considered problematic are evaluated <b>further</b> and/or <b>in more detail</b>	1	2	3	4
<b>Q38.</b>	The principal and/or school staff observe the implementation of the learning environment policy and present the results of their observations to staff	1	2	3	4
<b>Q39.</b>	Aspects of my school's policy concerned with the broader learning environment which are considered problematic are evaluated <b>further</b> and/or <b>in more detail</b>	1	2	3	4
<b>Q40.</b>	Our school identifies the professional development/further education needs of its teachers	1	2	3	4
<b>Q41.</b>	The evaluation of the school policy on the broader learning environment (e.g. further (school climate, students' behaviour outside the classroom, the cooperation and interaction between teachers, the support of teachers and students, the learning objectives ...) is carried out in a way that refers to <b>a single aspect</b> of the policy each time (i.e., evaluation focuses on student behaviour, relations with parents etc. separately)	1	2	3	4
<b>Q42.</b>	Information collected during the evaluation of the policy on the broader learning environment is used for re-designing the policy or for taking new decisions	1	2	3	4
<b>Q43.</b>	School policy evaluation results are useful to pinpoint areas in teaching for which we need support and/or further training	1	2	3	4

In the space provided below, please put down anything you consider important for the development and the evaluation of a school policy concerned with teaching and the learning environment of your school.

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**Thank you very much for your cooperation.**