



## Questionnaire for teachers

This study aims in investigating teachers' opinions on their school's policy. This study mainly examines the policy developed by your school in dealing with bullying 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 time-table 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 behavior 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.

The questions below are related to these units. Please answer all questions anonymously. You will need no more than 30 minutes.

Thank you very much for your help.

## ***PART A***

**Put a ✓ in the appropriate box or fill where necessary:**

- 1) Circle a number in a scale of 1-5 to show **how often** you notice the following incidents in your school. **Number 1 refers to incidents that happen to a very low extent whereas number 5 refers to incidents that happen in a great extent.**

*In my school I notice incidents of:*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a) physical bullying between children (e.g., hitting, pushing)  | 1 | 2 | 3 | 4 | 5 |
| b) verbal bullying between children (e.g., swearing, comments related to racism)                                    | 1 | 2 | 3 | 4 | 5 |
| c) psychological bullying between children (e.g., exclusion of a child from the team, spreading of negative rumors) | 1 | 2 | 3 | 4 | 5 |
| d) sending threatening or even offensive email messages among the children  | 1 | 2 | 3 | 4 | 5 |
| e) distribution via internet of offensive photographs and video that involve children of the school                 | 1 | 2 | 3 | 4 | 5 |
| f) cyber bullying by using technological means (e.g., mobile phones, computers, web pages)                          | 1 | 2 | 3 | 4 | 5 |

***PART B: THE FORMATION OF YOUR SCHOOL'S SPECIAL POLICY AND ITS LEARNING ENVIRONMENT***

**Part B refers to statements concerned with incidents that may be observed in your school. Choose a number from 1-5 scale to show the extent to which the statements describe what happens in your school. Number 1 refers to incidents that are observed to a very low extent or happen very rarely (i.e. never or once in a year) whereas number 5 refers to incidents that are observed to a great extent or happen very often (i.e. every month or even more often).**

**Number 1 stands for “to a very low extent” and number 5 “to a great extent”**

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | In staff meetings of our school we discuss and take decisions on issues concerned with:  |   |   |   |   |   |
|    | A. Making good use of teaching time,   | 1 | 2 | 3 | 4 | 5 |
|    | B. Provision of learning opportunities,  | 1 | 2 | 3 | 4 | 5 |
|    | C. Characteristics of effective teaching as those mentioned in the introductory paragraph (e.g., structuring, questioning, student assessment) | 1 | 2 | 3 | 4 | 5 |
|    | D. Teacher’s role during break time,   | 1 | 2 | 3 | 4 | 5 |
|    | E. Development of trust between teachers and children,   | 1 | 2 | 3 | 4 | 5 |
|    | F. Ways of dealing bullying between students in my school,   | 1 | 2 | 3 | 4 | 5 |
|    | G. Specific cases of children that act as bullies in my school,  | 1 | 2 | 3 | 4 | 5 |
|    | H. Specific cases of children that are bullied in my school.   | 1 | 2 | 3 | 4 | 5 |
| 2. | My school keeps on a systematic base records concerned with:   |   |   |   |   |   |
|    | A. Student absenteeism,  | 1 | 2 | 3 | 4 | 5 |
|    | B. Teacher absenteeism,  | 1 | 2 | 3 | 4 | 5 |
|    | C. Special educational needs of students,  | 1 | 2 | 3 | 4 | 5 |
|    | D. Long-term teaching planning by the teachers,  | 1 | 2 | 3 | 4 | 5 |
|    | E. Organization of trips, visits and other extra curricular activities not included in the formal curriculum,                                  | 1 | 2 | 3 | 4 | 5 |
|    | F. Problems that come up and concern the relations between students during break time,   | 1 | 2 | 3 | 4 | 5 |
|    | G. Taking advantage of several educational tools available by the school, (e.g., maps, software etc.),   | 1 | 2 | 3 | 4 | 5 |
|    | H. Bullying incidents that occur inside the classroom during lessons,  | 1 | 2 | 3 | 4 | 5 |
|    | I. Bullying incidents that occur outside the classroom (e.g., at the gymnastics, swimming lessons),  | 1 | 2 | 3 | 4 | 5 |
|    | J. Bullying incidents that are observed just before or after school time.  | 1 | 2 | 3 | 4 | 5 |
| 3. | My school participates in programs that aim at:  |   |   |   |   |   |
|    | A. Making good use of teaching time,   | 1 | 2 | 3 | 4 | 5 |

B. Provision of learning opportunities beyond the ones offered by the formal curriculum,	1	2	3	4	5
C. Improvement of quality of teaching (e.g., structuring, orientation),	1	2	3	4	5
D. Dealing with bullying in our school.	1	2	3	4	5
4. During the designing of the school-timetable we took into account that sufficient time is needed to be provided for students moving around classes.	1	2	3	4	5
5. Information for bullying incidents in my school is collected from:					
A. Teachers,	1	2	3	4	5
B. Students,	1	2	3	4	5
C. Non teaching staff (e.g., cleaning staff, secretarial staff),	1	2	3	4	5
D. Parents.	1	2	3	4	5
6. Information for bullying incidents in my school is mainly collected by using informal dialogue.	1	2	3	4	5
7. By the end of October we had formed a policy that concerned:					
A. Making good use of teaching time,	1	2	3	4	5
B. Provision of learning opportunities to students beyond the ones offered by the formal curriculum,	1	2	3	4	5
C. Characteristics of effective teaching,	1	2	3	4	5
D. Teachers' role during break time,	1	2	3	4	5
E. Ways of making use of different educational tools available by the school,	1	2	3	4	5
F. The value and ways to educate/train teachers,	1	2	3	4	5
G. Cooperation between teachers,	1	2	3	4	5
H. Parents and other social groups' involvement in the learning process,	1	2	3	4	5
I. Specific ways with which our school will support bullying victims.	1	2	3	4	5
8. The teachers know how to deal with bullying incidents immediately, according to yearly presented specific directions.	1	2	3	4	5
9. Our school policy regarding bullying has been presented to the children's parents.	1	2	3	4	5
10. All children were told that they have to report to a teacher immediately any bullying incident they may detect.	1	2	3	4	5
11. In my school break time is considered as resting time for the teachers.	1	2	3	4	5
12. My school takes into consideration the special needs of teachers and students and <b>does not expect</b> from each teacher to implement in the same way the school policy for teaching.	1	2	3	4	5
13. In our school, there is differentiation in policy on teaching (for example homework load differs according to grade).	1	2	3	4	5
14. Motives are provided and/or support to the teachers and the students for the implementation of the school policy for teaching (e.g., reward teachers who spend extra time with parents to give them feedback and support).	1	2	3	4	5
15. The teachers in my school participate in educational school-based seminars (e.g., workshops) which aim in dealing with the <b>special</b> problems the school faces.	1	2	3	4	5

16. My school differentiates in handling the bullies according to their:
- |                                     |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|
| A. age,                             | 1 | 2 | 3 | 4 | 5 |
| B. the type of bullying they apply, | 1 | 2 | 3 | 4 | 5 |
| C. achievement,                     | 1 | 2 | 3 | 4 | 5 |
| D. sex,                             | 1 | 2 | 3 | 4 | 5 |
17. In my school, we consider break time as an opportunity for contact between teachers, the bullies and/or the victims of bullying. 1 2 3 4 5
18. My school pays attention in the cooperation of teachers with the parents of the children with educational problems. 1 2 3 4 5
19. The teachers of my school cooperate with each other exchanging ideas and material in the teaching of specific units or series of lessons. 1 2 3 4 5
20. Presentations done (by colleagues or other guests) in staff meetings helped me to improve practice in:
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Making good use of teaching time,   | 1 | 2 | 3 | 4 | 5 |
| B. The provision of learning opportunities to students beyond the ones offered by the formal curriculum, | 1 | 2 | 3 | 4 | 5 |
| C. My teaching behavior in the classroom,  | 1 | 2 | 3 | 4 | 5 |
| D. My role during break time,  | 1 | 2 | 3 | 4 | 5 |
| E. Ways of using different educational tools available by the school,                                    | 1 | 2 | 3 | 4 | 5 |
| F. Ways for involving parents in the learning process,   | 1 | 2 | 3 | 4 | 5 |
| G. Dealing with bullying in my school.   | 1 | 2 | 3 | 4 | 5 |
21. Each decision taken for the school as a learning environment aimed in achieving more than one goal. 1 2 3 4 5
22. My school differentiates in handling the victims according to their:
- |                                       |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|
| A. age,                               | 1 | 2 | 3 | 4 | 5 |
| B. the type of bullying they receive, | 1 | 2 | 3 | 4 | 5 |
| C. achievement,                       | 1 | 2 | 3 | 4 | 5 |
| D. sex,                               | 1 | 2 | 3 | 4 | 5 |
23. The teachers in my school are encouraged to take the following actions for dealing with bullying:
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Organise/participate in a seminar for bullying,   | 1 | 2 | 3 | 4 | 5 |
| B. Participate in working groups for the development of the school's social context,   |   |   |   |   |   |
| C. Form a behavior code for his/her class (after exchanging ideas with the students),  | 1 | 2 | 3 | 4 | 5 |
| D. Organise common activities with positive character (i.e. both bullies and bullied work to build the stage for the school play). | 1 | 2 | 3 | 4 | 5 |
| E. Discuss with each bully and each victim.  | 1 | 2 | 3 | 4 | 5 |
| F. Discuss with the parents of the bullies and the victims.  | 1 | 2 | 3 | 4 | 5 |
24. In my school, teachers observe teaching of each other in order to discuss and share opinions on effective teaching. 1 2 3 4 5
25. The head teacher observes a lesson and makes **specific suggestions** (provides feedback) for the improvement of teachers. 1 2 3 4 5
26. My school pays attention on the cooperation of teachers with the parents of the children involved in bullying incidents (bullies and victims). 1 2 3 4 5

27. In parents-teachers meetings and/or lectures organized by the school the issues discussed concerned the way **the parents** can help in dealing with problems that include:
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Student absenteeism,   | 1 | 2 | 3 | 4 | 5 |
| B. Homework,  | 1 | 2 | 3 | 4 | 5 |
| C. Facing children’s educational needs (e.g., gifted children, children with learning difficulties, children with special interests),                     | 1 | 2 | 3 | 4 | 5 |
| D. Provision of learning opportunities by the parents through activities organized on their own initiative (e.g., educational visits, educational games). | 1 | 2 | 3 | 4 | 5 |
28. **Parents** of my school are expected to immediately report to the principal or the school staff any bullying incident they detect. 1 2 3 4 5
29. There is material on the school boards relevant to:
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Good use of teaching time,   | 1 | 2 | 3 | 4 | 5 |
| B. Provision of learning opportunities beyond the ones provided by the formal curriculum, | 1 | 2 | 3 | 4 | 5 |
| C. Characteristics of effective teaching,   | 1 | 2 | 3 | 4 | 5 |
| D. Use of different educational tools available by the school.                            |   |   |   |   |   |
30. The school teachers that teach classes of the same grade have **more often** meetings for coordination and exchange of educational material. 1 2 3 4 5
31. The school teachers cooperate with each other to deal with the problem of bullying. 1 2 3 4 5
32. My school has formed a **specific** policy for the support and the formation of students’ behavior by the teachers during break time. 1 2 3 4 5
33. My school’s code is too condensed and does not define precisely what bullying is. 1 2 3 4 5
34. The behavior code of my school is discussed with parents and children. 1 2 3 4 5
35. In my school we share the opinion that break time is an opportunity for teachers to provide support to children that face problems which may affect their learning. 1 2 3 4 5
36. In staff meetings of my school, we decided to organize several activities during break time that may help students to achieve specific learning goals (e.g., several games, dances, sports etc). 1 2 3 4 5
37. In staff meetings of my school, we usually take decisions for the ways parents can be involved in the learning process. 1 2 3 4 5
38. During break time, the teachers address more often students who face learning difficulties. 1 2 3 4 5
39. My school has a **clear** policy for parental involvement in the learning process. 1 2 3 4 5
40. In my school, there is cooperation and involvement in the **learning process** of different groups/people outside the school (for example, a basketball player of a local team together with teachers teaches different techniques for basketball). 1 2 3 4 5
41. My school invites specialists for in-service training of teachers (e.g., a researcher that works on the cultivation and development of students’ creativity). 1 2 3 4 5
42. The school board (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 5

**(Note: this item was expected to be rephrased in order to make it clear for each country)**

43. In meetings with my students' parents I discuss with them not only their children's attendance and achievement but also issues concerned with all forms of bullying that their children do or observe or experience themselves in the school. 1 2 3 4 5

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

Put a  $\checkmark$  in the appropriate box:

1. How often does your principal and/or school staff collect information for the **evaluation of the school policy** concerned with teaching and/or the learning environment?
- A. Never  B. By the end of the school year  C. By the end of each semester
- D. Once or twice every three months  E. Every month or more often

**If your answer to the previous question was "Never" then do not answer any of the questions of Part C. If you chose any other option then answer all the questions of this part.**

To answer questions 2-18 of Part C, please circle a number in a scale of 1-5 to show **how often** the following practices are observed in your school. **Number 1 refers to incidents that happen to a very low extent whereas number 5 refers to incidents that happen to a great extent.**

2. The principal and/or other members of the school staff observe the way the policy in relation to teaching is put into practice and present the results of their observations. 1 2 3 4 5
3. To evaluate the implementation of the school policy on teaching, we collect information from:
- A. Teachers, 1 2 3 4 5
- B. Students, 1 2 3 4 5
- C. Parents. 1 2 3 4 5
4. The evaluation of the school policy on teaching is done for **each domain** separately (e.g., quality of teaching, management of time). 1 2 3 4 5
5. The **capability** of persons (teachers and students) in implementing the school policy on teaching is evaluated. 1 2 3 4 5
6. 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 5

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 7.  | 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 | 5 |
| 8.  | 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 | 5 |
| 9.  | Aspects of my school's policy on teaching which are considered problematic are evaluated <b>more often</b> and/or <b>in more detail</b> .  | 1 | 2 | 3 | 4 | 5 |
| 10. | Aspects of my school's policy on dealing with bullying which are considered problematic are evaluated <b>more often</b> and/or <b>in more detail</b> .                                     | 1 | 2 | 3 | 4 | 5 |
| 11. | Aspects of my school's policy concerned with the learning environment which are considered problematic are evaluated <b>more often</b> and/or <b>in more detail</b> .                      | 1 | 2 | 3 | 4 | 5 |
| 12. | The principal and/or staff members of the school observe the implementation of the policy on the learning environment and present the results of their observations.                       | 1 | 2 | 3 | 4 | 5 |
| 13. | The evaluation of the school policy on the learning environment is done in a way that refers to <b>a single domain</b> each time.  | 1 | 2 | 3 | 4 | 5 |
| 14. | Information collected during the evaluation of the school learning environment is <b>general</b> and refers to the school staff as a whole and no references to specific persons are made. | 1 | 2 | 3 | 4 | 5 |
| 15. | Information collected during the evaluation of the policy on learning environment is used for re-designing the policy or for taking new decisions.   | 1 | 2 | 3 | 4 | 5 |
| 16. | The needs of my school's teachers for professional development/further education are evaluated.  | 1 | 2 | 3 | 4 | 5 |
| 17. | The teachers' attempt to approach students in order to help them develop positive attitudes towards school and learning is evaluated.  | 1 | 2 | 3 | 4 | 5 |
| 18. | School policy evaluation results are useful to detect areas concerned with teaching for which we need support and/or further training.   | 1 | 2 | 3 | 4 | 5 |

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.