

## QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire has been developed for a study that aims to capture headteachers' opinions about the national/state education policy on teaching and the broader learning environment of primary schools. The following three aspects of teaching and the school learning environment (SLE) are taken into account in the questionnaire:

### **A. Usage of teaching time**

Time management, student absenteeism, teacher absenteeism, homework, school timetabling, and teaching time spent on extra-curriculum activities.

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

Use of visual materials and technological equipment in classrooms, dealing with students with special educational needs (e.g., gifted children, children with learning difficulties, children with special interests), and teachers' long-term planning.

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

Student assessment and evaluation, lesson structuring, orienting students to achieve specific goals, application exercises, using questions as a teaching technique, use of learning strategies, time management, and the classroom as a learning environment.

The questionnaire also asks for your views about the national/state policy for improving the broader learning environment of primary schools. Specifically, four aspects of the School Learning Environment (SLE) are taken into account: a) School policy on student behaviour outside the classroom; b) Teacher collaboration; c) Relations with parents and the wider community; and d) Use of school and local community resources.

The questionnaire is structured in three parts: Part A covers the national/state policy and your school policy; Part B covers the impact of national/state policy on school practices, and Part C covers evaluation of the national/state policy.

Completing the questionnaire will take approximately **20 minutes**.

Thank you very much for your help.

## PART A: THE NATIONAL/STATE POLICY AND YOUR SCHOOL POLICY

Part A provides statements about the relationship between the national/state policy and your school policy. Please circle one number that *you* think applies to each statement, based on the following scale:

1 = <u>No</u> national/state policy OR the content of the national/state policy is not clear.
2 = Schools are <u>encouraged</u> to implement the national/state policy.
3 = Schools are <u>required</u> to implement the national/state policy.
4 = An <u>accountability</u> system exists to ensure that the national/state policy is implemented.

*In your view, what is the impact of the national/state policy on the following?*

	No Policy	Encouragement	Requirement	Accountability
1. Keeping systematic school records relating to:				
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 the teachers.	1	2	3	4
E. Organisation of extra-curricular activities (e.g. trips, visits and other activities).	1	2	3	4
F. Disciplinary problems involving students during break-times.	1	2	3	4
G. Taking advantage of educational resources available in your school (e.g., maps, software etc.).	1	2	3	4
2. School participation in programmes aimed at:				
A. Making good use of teaching time.	1	2	3	4
B. Providing learning opportunities beyond those offered by the formal curriculum.	1	2	3	4
C. Improving teaching quality (e.g., structuring, questioning, orientation).	1	2	3	4
3. Designing the school timetable so that sufficient time is allowed for students to move around classrooms/buildings and prevent the loss of teaching time.	1	2	3	4

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*In your view, what is the impact of the national/state policy on the following?*

	No Policy	Encouragement	Requirement	Accountability
4. <b>Your</b> school policy on:				
A. Encouraging all school staff to maximise teaching time and minimise disruptions to classes.	1	2	3	4
B. Regaining any lost teaching time by offering extra class time for learning.	1	2	3	4
C. Ensuring that lessons start and finish on time.	1	2	3	4
D. Ensuring that there are no interruptions of lessons (e.g., for announcements).	1	2	3	4
E. Developing a policy on homework that provides guidelines about the:				
1) Amount of homework given to students.	1	2	3	4
2) Type of homework.	1	2	3	4
3) Role of parents in supervising homework.	1	2	3	4
4) Feedback on homework assignments.	1	2	3	4
F. Providing learning opportunities to students beyond those offered by the formal curriculum.	1	2	3	4
G. Supporting students with special needs (e.g., children with learning difficulties, gifted children, children with special interests).	1	2	3	4
H. Establishing a school policy on the characteristics of effective teaching.	1	2	3	4
I. Establishing a school policy about teachers' role in supervising students during break-times.	1	2	3	4
J. Ensuring that teachers make use of different educational tools available in the school.	1	2	3	4
5. Differentiating teaching according to students' needs and abilities.	1	2	3	4
6. Providing incentives for teachers and students to implement the school policy on teaching (e.g., your school rewards teachers who spend extra time giving support to students and/or feedback to parents).	1	2	3	4
7. Promoting cooperation among teachers within schools on professional development issues (e.g., exchanging teaching materials, experiences from participating in different projects).	1	2	3	4
8. Creating networks between schools for teacher professional development purposes.	1	2	3	4
9. Using the results of school evaluations to identify school improvement priorities.	1	2	3	4

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*In your view, what is the impact of the national/state policy on the following?*

	No Policy	Encouragement	Requirement	Accountability
10. Promoting the pedagogical role of the headteacher as an instructional leader (e.g., observing lessons and giving feedback to class teachers).	1	2	3	4
11. The role of teaching staff in promoting the school's learning environment (e.g., establishing relations with the parents and the school community).	1	2	3	4
12. The role of staff meetings in promoting teacher professional development (e.g., discussing issues on effective teaching and on dealing with students that have special educational needs).	1	2	3	4
13. Providing resources to the school for offering in-service training for specific groups of teachers (e.g., newly appointed teachers).	1	2	3	4
14. Conducting school self-evaluation for improvement purposes.	1	2	3	4
15. Promoting equity in education by providing extra learning opportunities to those who need them	1	2	3	4
16. Providing extra resources to students from more disadvantaged backgrounds.	1	2	3	4

**PART B: THE IMPACT OF NATIONAL/STATE POLICY ON SCHOOL PRACTICES**

Part B refers to statements relating to the impact that the national/state policy may have on the actions taken to improve educational practice in your school. For each statement, please choose a **number from 1 to 4 of the scale below** to show how much you agree or disagree with each statement about the impact of national/state policy. **Where there is no national/state policy on a specific issue (or if you are unaware of such a policy), please place an X in the ‘Not applicable’ box on the right.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Absolutely disagree	Disagree	Agree	Absolutely agree

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

	Absolutely disagree	Disagree	Agree	Absolutely agree	Not applicable
1. I feel <i>positively</i> influenced by the national/state policy to establish our school policy in relation to the following aspects:					
A. Managing teaching time.	1	2	3	4	<input type="checkbox"/>
B. Dealing with student absenteeism.	1	2	3	4	<input type="checkbox"/>
C. Dealing with teacher absenteeism.	1	2	3	4	<input type="checkbox"/>
D. Assigning and correcting homework.	1	2	3	4	<input type="checkbox"/>
E. Making good use of time spent on extra-curricular activities.	1	2	3	4	<input type="checkbox"/>
F. Using visual aids and technological equipment in the classroom.	1	2	3	4	<input type="checkbox"/>
G. Dealing with students with special education needs.	1	2	3	4	<input type="checkbox"/>
H. Long-term planning of teaching.	1	2	3	4	<input type="checkbox"/>
I. Assessing students.	1	2	3	4	<input type="checkbox"/>
J. Establishing a school policy on promoting effective teaching practices.	1	2	3	4	<input type="checkbox"/>
K. Duties for teaching staff during break times (e.g., supervising students, organizing learning activities).	1	2	3	4	<input type="checkbox"/>
L. Organising parent-teacher meetings and/or lectures concerned with how <b>parents</b> can help deal with problems that include:					
1) Student absenteeism.	1	2	3	4	<input type="checkbox"/>
2) Homework.	1	2	3	4	<input type="checkbox"/>
3) Dealing with students with special educational needs.	1	2	3	4	<input type="checkbox"/>

Questions 2 - 7 refer to the actions taken by the national/state ministry of education to improve the quality of primary schooling. Using the same scale as above, please indicate the extent to which you agree or disagree with each statement. As before, **where no action is taken (or if you are unaware of any action), please place an X in the 'Not applicable' box on the right.**

1	2	3	4
Absolutely disagree	Disagree	Agree	Absolutely agree

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

	Absolutely disagree	Disagree	Agree	Absolutely agree	Not applicable
2. Extra incentives provided by the national/state ministry of education to teachers working in disadvantaged areas have a positive effect on appointing effective teachers in these areas.	1	2	3	4	<input type="checkbox"/>
3. The national/state ministry of education offers incentives to schools that succeed in raising student achievement outcomes and help these schools to become even more effective.	1	2	3	4	<input type="checkbox"/>
4. Students of specific age groups take national/state tests considered important for students' academic success and career development.	1	2	3	4	<input type="checkbox"/>
5. The national/state ministry of education provides performance indicators that help primary teachers to:					
A. Focus their teaching on specific outcomes.	1	2	3	4	<input type="checkbox"/>
B. Develop instruments to assess student performance.	1	2	3	4	<input type="checkbox"/>
6. By allocating more resources to schools in disadvantaged areas, the ministry of education helps the students of these schools reach national standards.	1	2	3	4	<input type="checkbox"/>
7. The teacher appointment process ensures that those who are appointed at primary schools have sufficient level of:					
A. Subject-matter knowledge in the core subjects of the primary curriculum (i.e., Languages and Mathematics).	1	2	3	4	<input type="checkbox"/>
B. Subject-matter knowledge in Science.	1	2	3	4	<input type="checkbox"/>
C. Pedagogical knowledge.	1	2	3	4	<input type="checkbox"/>

**PART C: EVALUATION OF THE NATIONAL/STATE POLICY**

Part C seeks your views on the evaluation of the national/state education policy regarding primary schooling. To answer questions 1-11 of Part C, please circle a number from 1 to 4, based on the scale below, to show how often the following practices relating to the evaluation of national/state policy are observed:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Never	Rarely	Often	Very often

*In your view, how often do the following happen?*

	Never	Rarely	Often	Very often
1. The ministry of education collects information for the <b>evaluation of the national/state policy</b> relating to teaching and/or the learning environment.	1	2	3	4
2. To evaluate the implementation of the national/state policy on teaching, the ministry of education collects information about...				
A. Teachers' perceptions of the state/national policy and actions taken to improve teaching.	1	2	3	4
B. The impact of the state/national policy on promoting student learning.	1	2	3	4
C. Students' perceptions of the state/national policy and actions taken to improve teaching.	1	2	3	4
D. Parents' perceptions of the state/national policy and actions taken to improve teaching.	1	2	3	4
3. Evaluation of teachers' ability to implement the national/state policy on teaching,	1	2	3	4
4. Information collected during evaluation of the national/state policy on teaching is used for re-designing the policy and/or for making new decisions.	1	2	3	4
5. The results of evaluations of national policy on teaching are used for teacher appraisal purposes (e.g., career development purposes).	1	2	3	4
6. Information collected on the school learning environment during evaluation of the national/state policy is used to re-design school policy.	1	2	3	4
7. Aspects of the national/state policy <i>on teaching</i> which are considered problematic are evaluated <i>more often</i> and/or <i>in more detail</i> .	1	2	3	4
8. Aspects of the national/state policy <i>on the school learning environment</i> which are considered problematic are evaluated <i>more often</i> and/or <i>in more detail</i> .	1	2	3	4
9. The ministry of education ensures that new national/state reforms are evaluated as soon as the reform begins.	1	2	3	4
10. The ministry of education reviews their evaluation mechanisms and adapts them in order to improve the quality of the evaluation process.	1	2	3	4

Finally, in the space provided below, please write down anything you consider important for **the development and evaluation of school policy** relating to the teaching and the learning environment of your school.

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Thank you very much for your contribution.