



TEACHER QUESTIONNAIRE FOR PISA 2022 (International Option) Main Survey Version

Doc.: CY8_202111_QST_FT_TCQ_NoNotes.docx

November 2021

Produced by ETS, Core A with content regarding
Creative Thinking provided by ACT, Core B3



Dear <teacher>

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 <national modal grade for 15-year-olds> classes when answering the questions in this questionnaire about your class.

(<national modal grade for 15-year-olds> is the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".)

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.

TC001

Are you female or male?

(Please select one response.)

TC001Q01NA

Female

 01

TC001Q01NA

Male

 02

TC002

How old are you?

(Please move the slider to the appropriate number of years.)

TC002Q01NA



Slider bar: Parking position; range: "20 years or younger"- "70 years or older"; step=1.

TC186

In what country were you born?*(Please select one response.)*

- | | | | |
|------------|---------------|--------------------------|----|
| TC186Q01HA | <Country A> | <input type="checkbox"/> | 01 |
| TC186Q01HA | <Country B> | <input type="checkbox"/> | 02 |
| TC186Q01HA | <Country C> | <input type="checkbox"/> | 03 |
| TC186Q01HA | <Country D> | <input type="checkbox"/> | 04 |
| TC186Q01HA | <...etc.> | <input type="checkbox"/> | 05 |
| TC186Q01HA | Other country | <input type="checkbox"/> | 06 |

TC210

Do you have any of the following degrees?*(Please select one response in each row.)*

		<i>Yes</i>	<i>No</i>
TC210Q01JA	<ISCED level 3.3>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC210Q02JA	<ISCED level 3.4>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC210Q03JA	<ISCED level 4>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC210Q04JA	<ISCED level 5>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC210Q05JA	<ISCED level 6>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC210Q06JA	<ISCED level 7>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC210Q07JA	<ISCED level 8>	<input type="checkbox"/> _01	<input type="checkbox"/> _02

TC211

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

(Please select one response.)

- | | | |
|------------|--|------------------------------|
| TC211Q01JA | Permanent employment (an on-going contract with no fixed end-point before the age of retirement) | <input type="checkbox"/> _01 |
| TC211Q01JA | Fixed-term contract for a period of more than 1 school year | <input type="checkbox"/> _02 |
| TC211Q01JA | Fixed-term contract for a period of 1 school year or less | <input type="checkbox"/> _03 |

TC261

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

(Please select one response.)

	<i>Full-time (more than 90% of full-time hours)</i>	<i>Part-time (71-90% of full-time hours)</i>	<i>Part-time (50-70% of full-time hours)</i>	<i>Part-time (less than 50% of full-time hours)</i>
TC261Q02JA All my teaching employments together	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04

TC007

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).)

TC007Q01NA Year(s) working as a teacher at this schoolTC007Q02NA Year(s) working as a teacher in total

Slider bar: Parking position; range: “0 years”-“50 years or more”; step=1.

Consistency check/soft reminder if no response on any item on the screen: To enter a response of “0” (zero) for a question, please move the slider to the “0” position on the scale.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA: The number of years working at this school is greater than the number of years working in total. Please check your response.

TC212

This school year, do you teach the following <ISCED levels>?*(Please select one response in each row.)*

		<i>Yes</i>	<i>No</i>
TC212Q01JA	<ISCED 2>	<input type="checkbox"/> _01	<input type="checkbox"/> _02
TC212Q02JA	<ISCED 3>	<input type="checkbox"/> _01	<input type="checkbox"/> _02

TC213

Do you currently work as a teacher of <national modal grade for 15-year-olds> at another school?

(Please select one response.)

TC213Q01JA Yes

_01

TC213Q01JA No

_02

This is a filter question:

If the answer is “Yes” respondents proceed to TC214.

Else respondents answer TC215.

This is a filtered question:
Only if TC213 is something other than “No”.
Else proceed to TC215.

TC214

Please indicate at how many other schools you currently work as a teacher of <national modal grade for 15-year-olds>.

(Please type a number.)

TC214Q01JA Number of Schools

_____01

TC215

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>, 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.)

TC215Q01JA Hours

_____01

TC216

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).)

		<i>Hours</i>
TC216Q01JA	Teaching	_____01
TC216Q02JA	Individual planning or preparation of lessons either at school or out of school	_____01
TC216Q03JA	Team work and dialogue with colleagues within this school	_____01
TC216Q04JA	Marking/correcting of student work	_____01
TC216Q05JA	Counselling students (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance)	_____01
TC216Q06JA	General administrative work (including communication, paperwork and other clerical duties)	_____01
TC216Q07JA	Communication and co-operation with parents or guardians	_____01
TC216Q08JA	Engaging in extracurricular activities (e.g. sports and cultural activities after school)	_____01

TC217

**This school year, do you teach mathematics to students in
<national modal grade for 15-year-olds>?**

(Please select one response.)

TC217Q01NA

Yes

_01

TC217Q01NA

No

_02

Consistency/soft check reminder if response is missing: Please select Yes or No.

TC218

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.)

- | | | | |
|------------|------|--------------------------|----|
| TC218Q01JA | None | <input type="checkbox"/> | 01 |
| TC218Q01JA | Some | <input type="checkbox"/> | 02 |
| TC218Q01JA | Most | <input type="checkbox"/> | 03 |
| TC218Q01JA | All | <input type="checkbox"/> | 04 |

TC014

Did you complete a teacher education or training programme?

(Please select one response.)

- | | | |
|------------|-------------------------------------|------------------------------|
| TC014Q01HA | Yes, a programme of 1 year or less | <input type="checkbox"/> _01 |
| TC014Q01HA | Yes, a programme longer than 1 year | <input type="checkbox"/> _02 |
| TC014Q01HA | No | <input type="checkbox"/> _03 |

TC015

How did you receive your initial teaching qualifications?*(Please select one response.)*

- | | | |
|------------|---|------------------------------|
| TC015Q01NA | I attended a standard teacher education or training programme at an <educational institute which is eligible to educate or train teachers>. | <input type="checkbox"/> _01 |
| TC015Q01NA | I attended an in-service teacher education or training programme. | <input type="checkbox"/> _02 |
| TC015Q01NA | I attended a work-based teacher education or training programme. | <input type="checkbox"/> _03 |
| TC015Q01NA | I attended training in another pedagogical profession. | <input type="checkbox"/> _04 |
| TC015Q01NA | Other | <input type="checkbox"/> _05 |

TC018

Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the <national modal grade for 15-year-olds> 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.)

		<i>Included in my teacher education or training programme or other professional qualification</i>	<i>I teach it to the <national modal grade for 15-year-olds> in the current school year</i>
		A	B
TC018Q01N	Reading, writing, and literature	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q02N	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q03N	Science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q04N	Technology	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q05N	Social studies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q06N	Modern foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q08N	Arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q09N	Physical education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q10N	Religion and/or ethics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q11N	Practical and vocational skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

- Help button* **Reading, writing and literature:** reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature
- Mathematics:** mathematics, mathematics with statistics, geometry, algebra, etc.
- Science:** natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry
- Technology:** orientation in technology, including information technology, computer studies, construction/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- Social studies:** social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy
- Modern foreign languages:** languages different from the language of instruction
- Ancient languages** (e.g. Latin)
- Arts:** arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- Physical education:** physical education, gymnastics, dance, health
- Religion and/or ethics:** religion, history of religions, religion culture, ethics
- Practical and vocational skills:** vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

TC045

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.)

		<i>Included in my teacher education or training programme or other professional qualification</i>	<i>Included in my professional development activities during the last 12 months</i>
		A	B
TC045Q01N	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q02N	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q03N	Knowledge of the curriculum	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q04N	Student assessment practices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q05N	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q06N	Student behaviour and classroom management	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q08N	Approaches to individualised learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q09N	Teaching students with special needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q10N	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q14N	Use of evaluation results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q15N	Teacher-parent co-operation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q16H	Second language teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q18H	Teaching about equity and diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

TC021

Are you required to take part in professional development activities?

(Please select one response.)

TC021Q01NA Yes

_01

TC021Q01NA No

_02

TC185

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.)

		<i>No need at present</i>	<i>Low level of need</i>	<i>Moderate level of need</i>	<i>High level of need</i>
TC185Q01HA	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q02HA	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q03HA	Knowledge of the curriculum	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q04HA	Student assessment practices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q05HA	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q06HA	Student behaviour and classroom management	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q08HA	Approaches to individualised learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q09HA	Teaching students with special needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q10HA	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q14HA	Use of evaluation results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q15HA	Teacher-parent co-operation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q16HA	Second language teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q18HA	Teaching about equity and diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC219

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.)

TC219Q01JA Yes 01

TC219Q01JA No 02

TC219Q01JA I did not participate in any professional development during the last 12 months. 03

TC046

On average, how often do you do the following in this school?*(Please select one response in each row.)*

		<i>Never</i>	<i>Once a year or less</i>	<i>2-4 times a year</i>	<i>5-10 times a year</i>	<i>1-3 times a month</i>	<i>Once a week or more</i>
TC046Q04NA	Exchange teaching materials with colleagues	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q05NA	Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q06NA	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q07NA	Attend team conferences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

TC169

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

(Please select one response in each row.)

		<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
TC169Q01HA	Tutorial software or practice programmes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q02HA	Digital learning games	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q03HA	Word-processors or presentation software (e.g. <Microsoft Word®>, <Microsoft PowerPoint®>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q04HA	Spreadsheets (e.g. <Microsoft Excel®>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q05HA	Multimedia production tools (e.g. media capture and editing, web production)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q06HA	Concept mapping software (e.g. <Inspiration®>, <Webspiration®>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q07HA	Data logging and monitoring tools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q08HA	Simulations and modelling software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q09HA	Social media (e.g. <Facebook®>, <Twitter>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q10HA	Communication software (e.g. email, blogs)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q11HA	Computer-based information resources (e.g. websites, wikis, encyclopaedia)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q15JA	Interactive digital learning resources (e.g. instructional content, quizzes)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q13HA	Graphing or drawing software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q14HA	E-portfolios	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC054

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.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC054Q01NA	I develop and administer my own assessment.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q02NA	I administer a <standardised test>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q03NA	I have individual students answer questions in front of the class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q04NA	I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q05NA	I let students judge their own progress.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q06NA	I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q07NA	I collect data from classroom assignments or home work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Help button	Here, the term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.				

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

TC220

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
TC220Q02JA	Use <digital resources> to design tasks	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q04JA	Use <digital resources> to explore new teaching methods	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q06JA	Use <digital resources> to enable student collaboration	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q07JA	Use <digital resources> to provide feedback to students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q08JA	Use <digital resources> to provide access to instructional material for students who cannot physically attend class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q09JA	Use <digital resources> to communicate with parents or guardians	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q10JA	Use online tools or computer-based testing to assess students’ learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q11JA	Use <digital resources> to share ideas or resources with colleagues	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC220Q12JA	Take part in professional communities of practice online	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Help button

<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

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

TC221

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

(Please select one response in each row.)

		<i>No emphasis</i>	<i>Little emphasis</i>	<i>Some emphasis</i>	<i>A lot of emphasis</i>
TC221Q01JA	Evaluating the credibility of digital information	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC221Q02JA	Sharing digital information with others (e.g. through presentations, documents, images or diagrams)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC221Q03JA	Using <digital resources> to solve real-world problems (e.g. measuring the height of a building, finding directions on a map)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC221Q04JA	Using digital tools to work collaboratively	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC221Q05JA	Understanding the consequences of public dissemination of information online (privacy and safety)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Help button	<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).				

TC198

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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC198Q01HA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q02HA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q04HA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q05HA	I enjoy working at this school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q06HA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q07HA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q08HA	I think that the teaching profession is valued in society.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q09HA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q10HA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

MATHEMATICS TEACHER QUESTIONS

This is a filtered question:

Only if TC217 is “Yes.”

Else proceed to TC020.

TC150

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.)

		<i>Not at all</i>	<i>Overview or introduction to topic</i>	<i>It was an area of emphasis</i>
TC150Q01HA	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q02HA	Pedagogy/teaching mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q03HA	Educational psychology	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q04HA	Remedial mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q06HA	Special education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q08HA	Assessment methods in mathematics comprehension	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

TC203

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.)

TC203Q01HA	Mathematics: knowledge and skills related to mathematics domain	_____ 01
TC203Q02HA	Pedagogy of mathematics: knowledge and methodology of mathematics instructional skills (evidence-based strategies, model-based approach, guided discussion)	_____ 01
TC203Q03HA	General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ 01

Consistency check/soft reminder if sum is more or less than 100 %: Sum does not add to 100%, please check your response.

TC204

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.)

TC204Q01HA	Mathematics: knowledge and skills related to mathematics domain	_____ 01
TC204Q02HA	Pedagogy of mathematics: knowledge and methodology of mathematics instructional skills (evidence-based strategies, model-based approach, guided discussion)	_____ 01
TC204Q03HA	General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ 01

Consistency check/soft reminder if sum is more or less than 100 %: Sum does not add to 100%, please check your response.

TC170

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.)

		<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or almost never</i>
TC170Q01HA	Many students don't listen to what I say.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q02HA	There is noise and disorder.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q03HA	I have to wait a long time for students to quiet down.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q04HA	Students cannot work well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q05HA	Students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q06JA	Students get distracted by using <digital resources> (e.g. smartphones, websites, apps).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q07JA	Students get distracted by other students who were using <digital resources> (e.g. smartphones, websites, apps).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Help button	<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).				

TC222

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.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Does not apply</i>
TC222Q01JA	Use <digital resources> for simple calculations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC222Q02JA	Use <digital resources> to solve equations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC222Q03JA	Use <digital resources> for simulations and modelling (e.g. <geogebra>, <Net Logo>), virtual laboratories (e.g. <Labster>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC222Q04JA	Use <digital resources> for coding or algorithm activities (e.g. <Scratch>, etc.)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

Help button

<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

TC223		How often have you exposed your students to the following types of mathematics tasks in your mathematics lessons?			
<i>(Please select one response in each row.)</i>		<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
TC223Q01JA	Extracting mathematical information from diagrams, graphs, or simulations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q02JA	Interpreting mathematical solutions in the context of a real-life challenge	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q03JA	Using the concept of statistical variation to make a decision	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q04JA	Identifying mathematical aspects of a real-world problem	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q05JA	Identifying constraints and assumptions behind mathematical modelling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q06JA	Representing a situation mathematically using variables, symbols, or diagrams	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q07JA	Evaluating the significance of observed patterns in data	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q08JA	Coding/programming computers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q09JA	Working with computer mathematics systems (e.g. spreadsheets, programming software, graphing calculators)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC223Q10JA	Calculating the properties of an irregularly shaped object	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC227

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
TC227Q01JA	I asked students to think of problems from everyday life that could be solved with new mathematics knowledge we learned.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q02JA	I showed students how mathematics can be useful in our everyday lives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q03JA	I encouraged students to "think mathematically".	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q04JA	I taught students how to use mathematical logic when approaching new situations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q05JA	I showed students how some problems that look difficult can be solved more easily by understanding how the number system is organized.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q06JA	I gave problems from everyday life involving numbers and asked students to make a decision about the situation.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q07JA	I asked students how different topics are connected to a bigger mathematical idea.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q08JA	I encouraged students to think about how a problem from everyday life could be solved using mathematics.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC227Q09JA	I explained how different mathematical ideas connect to a larger context.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

TC228

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
TC228Q01JA	I asked students to solve mathematics problems without computing anything.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q02JA	I asked students to explain how we solved a mathematics problem.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q03JA	I asked students to explain what assumptions they were making when solving a mathematics problem.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q04JA	I asked students to explain their reasoning when solving a mathematics problem.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q05JA	I asked students to defend their answer to a mathematics problem.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q06JA	I asked students to think about how new and old mathematics topics were related.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q07JA	I encouraged students to think about how to solve mathematics problems in different ways than demonstrated in class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q08JA	I told students to keep trying even when they face difficulties with a mathematics task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC228Q09JA	I taught students to memorize rules and apply them to solve mathematics problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

TC230

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC230Q01JA	The goal of teaching mathematics is to help students use mathematics to solve real-world problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q02JA	I want my students to see the structure of the number system and the logic of mathematics.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q03JA	Explaining why an answer is correct is just as important as getting a correct answer.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q04JA	Even with the availability of calculators and computers, students need to learn traditional methods for performing mathematical operations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q05JA	Students should be able to figure out for themselves whether they have solved a mathematics problem correctly.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q06JA	Students should learn basic skills before being asked to solve complex mathematics problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q07JA	Asking students to solve difficult problems in class helps them become good problem solvers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q08JA	I would rather have my students solve a few complex problems than a lot of relatively easy ones.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q09JA	An important reason for teaching mathematics is to help students become more logical.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q10JA	Graphics calculators and computers can be used to help students see mathematics concepts in new and different ways.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC230Q11JA	Doing mathematics requires hypothesising, estimating, and creative thinking.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC230Q12JA	Most things a student needs to know in mathematics can be learned through memorisation.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC231

Which of the following statements best describes the level of students in your <national modal grade for 15-year-olds> mathematics lessons?

(Please select one response.)

- | | | |
|------------|--|------------------------------|
| TC231Q01JA | Mostly high achieving students in mathematics. | <input type="checkbox"/> _01 |
| TC231Q01JA | Mostly average students in mathematics. | <input type="checkbox"/> _02 |
| TC231Q01JA | Mostly low achieving students in mathematics. | <input type="checkbox"/> _03 |
| TC231Q01JA | Approximately equal numbers of high, average, and low achieving students in mathematics. | <input type="checkbox"/> _04 |

This is a filter question:

If the answer to TC217 is “Yes” respondents proceed to TC233.

GENERAL TEACHER QUESTIONS

This is a filtered question:

Only if TC217 is something other than “Yes”.

Else proceed to TC233.

TC020

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.)

		<i>Yes</i>	<i>No</i>
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q07JA	Course, workshop, or conference on teaching methods	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q08JA	Course, workshop, or conference relevant to your subject-matter field	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q09JA	Observation visits to other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q10JA	Training courses in private companies or other organisations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q11JA	Listening to or watching recorded seminars or online courses (e.g. <MOOCs>) about the use of <digital resources> for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q12JA	Course, workshop, or conference about the use of <digital resources> for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC020Q13JA In-service training courses about the use of <digital resources> for teaching ₀₁ ₀₂

TC020Q14JA Learning new pedagogical or instructional approaches with <digital resources> ₀₁ ₀₂

Help button <Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources e.g. websites, web portals).

TC199

In your teaching, to what extent can you do the following?*(Please select one response in each row.)*

		<i>Not at all</i>	<i>To some extent</i>	<i>Quite a bit</i>	<i>A lot</i>
TC199Q01HA	Get students to believe they can do well in school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q02HA	Help my students value learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q03HA	Craft good questions for my students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q04HA	Control disruptive behaviour in the classroom	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q05HA	Motivate students who show low interest in school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q06HA	Make my expectations about student behaviour clear	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q07HA	Help students think critically	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q08HA	Get students to follow classroom rules	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q09HA	Calm a student who is disruptive or noisy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q10HA	Use a variety of assessment strategies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q11HA	Provide an alternative explanation for example when students are confused	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q12HA	Implement alternative instructional strategies in my classroom	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

How often do these situations occur in your lessons?

TC232

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC232Q01JA	I tailor my teaching to meet the needs of my students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q02JA	I provide individual help when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q03JA	I change the structure of my lesson on a topic that most students find difficult to understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q04JA	I provide individual support for advanced students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q05JA	I tell students how they are performing in my course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q06JA	I give students feedback on their strengths in my course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q07JA	I tell students in which areas they can still improve.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q08JA	I tell students how they can improve their performance.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC232Q09JA	I advise students on how to reach their learning goals.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC166

In your lessons, have you ever taught any of the following things?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC166Q01HA	How to use keywords when using a search engine such as <Google©>, <Yahoo©>, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q02HA	How to decide whether to trust information from the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q03HA	How to compare different web pages and decide what information is more relevant for the students' school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q04HA	To understand the consequences of making information publicly available online on <Facebook®>, <Instagram©>, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q05HA	How to use the short description below the links in the list of results of a search	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q06HA	How to detect whether the information is subjective or biased	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q07HA	How to detect phishing or spam emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC196

**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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC196Q02HA	Immigrant children should have the same opportunities for education that other children in the country have.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q03HA	Immigrants who live in a country for several years should have the opportunity to vote in elections.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q04HA	Immigrants should have the opportunity to continue their own customs and lifestyle.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q05HA	Immigrants should have all the same rights that everyone else in the country has.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC188

Have you studied in a country other than <country of test>?

(Please select one response.)

- | | | |
|------------|---------------------------------|------------------------------|
| TC188Q01HA | No | <input type="checkbox"/> _01 |
| TC188Q01HA | Yes, for less than three months | <input type="checkbox"/> _02 |
| TC188Q01HA | Yes, for three to twelve months | <input type="checkbox"/> _03 |
| TC188Q01HA | Yes, for more than a year | <input type="checkbox"/> _04 |

CREATIVE THINKING QUESTIONS

These questions will be answered by all respondents.

TC233 **To what extent do you agree or disagree with the following statements?**

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC233Q01JA	Creativity can be trained.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC233Q02JA	People can be creative if they keep trying.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC233Q05JA	There are many different ways to be creative.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC233Q06JA	It is possible to be creative in nearly any subject.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC234

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC234Q01JA	I am very creative.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q02JA	I enjoy projects that require creative solutions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q03JA	I enjoy solving complex problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q04JA	I enjoy learning new things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q05JA	I enjoy artistic activities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q06JA	I express myself through art.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q08JA	I have difficulty using my imagination.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC234Q09JA	I have a good imagination.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC235

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC235Q01JA	I value students who have many new ideas.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC235Q02JA	I value students who are capable of writing creative stories or poems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC235Q03JA	It is important that students are able to make creative works like drawing and painting.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC235Q04JA	It is important for students to be able to invent new things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC235Q05JA	It is important for students to solve science problems creatively.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC235Q06JA	It is important for students to be creative in helping others have a good relationship.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC236

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

(Please select one response in each row.)

		<i>No importance</i>	<i>Very little importance</i>	<i>Some importance</i>	<i>A lot of importance</i>
TC236Q01JA	Group work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC236Q02JA	Finding ideas through brainstorming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC236Q03JA	Playing educational games	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC236Q04JA	Debating ideas or current issues	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC236Q05JA	Giving students time to explore topics on their own	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC236Q06JA	Journaling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC236Q07JA	Incorporating creative activities like drawing or poetry into projects	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TEACHER WELL-BEING QUESTIONS

These questions will be answered by all respondents.

TC237

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

(Please select one response in each row.)

		<i>Never</i>	<i>Seldom</i>	<i>Often</i>	<i>Always</i>
TC237Q01JA	I was not thinking as clearly as usual.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC237Q02JA	It was hard for me to think about complicated things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC237Q03JA	I was thinking slower than usual.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC237Q04JA	I was distracted.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC237Q05JA	It was easy for me to concentrate.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC237Q06JA	I felt focused.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC238

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

(Please select one response in each row.)

		<i>Never</i>	<i>Seldom</i>	<i>Often</i>	<i>Always</i>
TC238Q01JA	I felt cheerful and in good spirits.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC238Q02JA	I felt calm and relaxed.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC238Q03JA	I felt active and vigorous.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC238Q04JA	I started the school day feeling fresh and rested.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC238Q05JA	I was interested and engaged in my daily activities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC241

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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC241Q01JA	Teachers can rely on the school's management for professional support.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC241Q02JA	The principal has confidence in the expertise of the teachers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC241Q03JA	Even in difficult situations, my colleagues know they can trust me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC241Q04JA	Teachers can rely on each other.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC241Q05JA	I feel that I can trust my colleagues.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC243

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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC243Q01JA	I am given enough time to do what is expected of me at work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC243Q02JA	I have too much work for one person to do.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC243Q03JA	There are times when I cannot meet everyone's expectations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC243Q04JA	I have time for breaks during the workday.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC243Q05JA	My job prevents me from giving the time I want to my personal life.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC243Q06JA	My non-teaching tasks (e.g. counselling students, communicating with parents, administrative work) negatively affect my ability to teach.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC244

We would like to know the composition of your target <national modal grade for 15-year-olds> 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.)

		<i>None</i>	<i>1% to 10%</i>	<i>11% to 30%</i>	<i>31% to 60%</i>	<i>More than 60%</i>
TC244Q01JA	Students whose <heritage language> is different from the <test language>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC244Q02JA	Low academic achievers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC244Q03JA	Students with <special needs>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC244Q04JA	Students with behavioural problems	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC244Q05JA	Students from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC244Q06JA	Academically gifted students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
Help button	‘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 such as personnel, material, or financial, have been provided to support their education.)					

TC245

What is the size of your target <national modal grade for 15-year-olds> 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.)

TC245Q01JA

Students

_____01

TC246

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

(Please select one response in each row.)

		<i>No control</i>	<i>Some control</i>	<i>A lot of control</i>	<i>Full control</i>
TC246Q01JA	Determining course content	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC246Q02JA	Selecting teaching methods	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC246Q03JA	Assessing students' learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC246Q04JA	Disciplining students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC246Q05JA	Determining the amount of homework to be assigned	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC246Q06JA	Turning down non-teaching tasks (e.g. counselling students, communicating with parents, administrative work)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC246Q07JA	Choosing teaching materials such as the textbooks	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC247

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.)

		<i>Never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
TC247Q01JA	External individuals or staff from external bodies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC247Q02JA	School principal or member(s) of the <school management team>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC247Q03JA	Other colleagues within the school (not a part of the <school management team>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC247Q04JA	Parents or guardians	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

TC248

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.)

TC248Q01JA Yes

01

TC248Q01JA No

02

TC249

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

(Please type a number.)

TC249Q01JA Years

_____01

TC250

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

(Please select one response.)

TC250Q01JA Yes

_01

TC250Q01JA No

_02

TC251

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

(Please select one response in each row.)

		<i>Not at all likely</i>	<i>Not very likely</i>	<i>Likely</i>	<i>Very likely</i>
TC251Q01JA	To be promoted to a school leader/principal	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC251Q02JA	To pursue further education toward a degree in education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC251Q03JA	To pursue further education toward a degree outside of the field of education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC251Q04JA	To take a job outside of education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC251Q05JA	For family reasons	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC251Q06JA	To take a break from work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC251Q07JA	Because I shall have reached the retirement age as a teacher	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC253 **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.)

		<i>Never or rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
TC253Q01JA	My principal collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC253Q02JA	My principal observed instruction in the classroom.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC253Q03JA	My principal provided feedback to teachers based on his/her observations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC253Q04JA	My principal took actions to support co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC253Q05JA	My principal took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC253Q06JA	My principal took actions to ensure that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC253Q07JA	My principal organizes people and activities in a way that facilitates the teachers' work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC254

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

(Please select one response in each row.)

		<i>Not at all</i>	<i>To some extent</i>	<i>Quite a bit</i>	<i>A lot</i>
TC254Q01JA	I experience stress in my work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC254Q02JA	My job leaves me time for my personal life.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC254Q03JA	My job negatively impacts my mental health.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC254Q04JA	My job negatively impacts my physical health.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC255

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.)

		<i>Not at all</i>	<i>To some extent</i>	<i>Quite a bit</i>	<i>A lot</i>
TC255Q01JA	Having too little time for lesson preparation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q02JA	Having too many lessons to teach	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q03JA	Having too much <marking>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q04JA	Having too much administrative work to do	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q05JA	Being held responsible for students' achievement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q06JA	Maintaining classroom discipline	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q07JA	Being intimidated or verbally abused by students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q08JA	Addressing parent or guardian concerns	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC255Q09JA	Modifying lessons for students with <special needs>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC256

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
TC256Q01JA	Headache	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q02JA	Stomach pain	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q03JA	Back pain	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q04JA	Feeling down	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q05JA	Irritability	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q06JA	Feeling nervous	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q07JA	Fatigue	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q08JA	Feeling dizzy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q09JA	Feeling anxious	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC256Q10JA	Sleep deprivation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

TC257

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

(Please type a number. Enter "0" (zero) if you have not missed work because of these symptoms.)

TC257Q01JA Days

_____01

TC258

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.)

TC258Q01JA



Slider bar: parking position, range 0-10 (not at all satisfied, completely satisfied), step = 1.

Consistency check/soft reminder if no response: To enter a response of “0” (zero) for a question, please move the slider to the “0” position on the scale.

TC259

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.)

TC259Q01JA



Slider bar: parking position, range 0-10 (not at all satisfied, completely satisfied), step = 1.

Consistency check/soft reminder if no response: To enter a response of “0” (zero) for a question, please move the slider to the “0” position on the scale.

TC260

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC260Q01JA	I have a sense of direction and purpose in my work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC260Q02JA	My daily activities often seem trivial and unimportant to me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC260Q03JA	I enjoy making work plans for my future.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC260Q04JA	I sometimes feel as if I've done all there is to do at my work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC260Q05JA	I sometimes feel my job is useless.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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