

The Education International 'Future of the Teaching Profession' project

Questionnaire for teachers

This questionnaire supports the work of a research project commissioned by Education International which aims to develop a policy framework for the future of the teaching professional worldwide.

The questionnaire has two purposes:

The first purpose is to stimulate reflection and discussion amongst groups of teachers about the nature and scope of the professional role of the teacher. The instrument provides a structure within which we can consider both current conditions and those that we might think are desirable in the future.

The second purpose is to gather data that will provide some evidence of the views of teachers about the reality and possibilities for the future of the teaching profession.

You are asked to complete the question as an individual as a prelude to discussion. You are not asked to give your name but it would be helpful to know some basic facts about your current age, role and circumstances (back page).

The research team is grateful for your assistance with this project.

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How to complete the questionnaire

You will be shown some sentences in the middle column of the page. Please think about each statement and respond to it in **2** different ways.

In the left hand column, please tick to indicate what normally happens, in your experience. (If you really don't know, you can tick the 'Don't know' box.)

In the right hand column, please tick to indicate how important each of these things are for you.

Here is an example:

What actually happens					The importance of it				
To what extent do you agree with these statements about your school?					Statement	How important are these things for you?			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree	5. Don't know		1. Not important	2. Quite important	3. Very important	4. Crucial
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Teachers learn from their pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

In the example the teacher has ticked 'Strongly disagree' in the left hand column because she thinks that it is generally the case that teachers do not listen to their pupils in order to develop their teaching, but she has ticked 'Very important' in the right hand column because she thinks that they should do this.

What actually happens

The importance of it

To what extent do you agree with these statements about your school?

Statement

How important are these things for you?

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1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. Don't know		1. Not important	2. Quite important	3. Very important	4. Crucial
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Teachers initiate and lead developments - within their designated area of responsibility in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Teachers initiate and lead developments in areas of work beyond their designated areas of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teachers influence practice and policies within their schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Teachers influence educational policies and practice in their own districts/regions and nationally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Teachers choose methods of teaching and learning in collaboration with their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Teachers have the freedom to exercise their professional judgement about approaches in classroom teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Teachers are responsible for determining the nature of their own professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Teachers play leading roles in the provision of professional learning opportunities for their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What actually happens

To what extent do you agree with these statements about your school?

Statement

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To what extent do you agree with these statements about your school?						How important are these things for you?			
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Teachers contribute to curriculum development in their schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Teachers develop curriculum content in collaboration with their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Teachers take the lead in establishing relationships with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Only the teachers who are designated as having a special responsibility for this task communicate with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Teachers play a key role in contributing to the external evaluation/inspection of schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Authorities external to the school operate the school evaluation / inspection scheme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. The assessment of children's learning is the responsibility of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Teachers collaborate with colleagues in other schools to standardise their assessment of children's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What actually happens

The importance of it

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5 Don't know	Statement	1. Not important	2. Quite important	3. Very important	4. Crucial
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Teachers evaluate the performance of other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. The method of evaluating teachers' performance supports their professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Professional knowledge is created through university based research and / or other authorities external to the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Teachers build professional knowledge together through networking and collaborative professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. School principals / headteachers create the conditions that allow teachers to have influence in most aspects of their professional work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Teachers are consulted about a wide range of issues within their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open ended questions about self-efficacy and support

Please write anything you think is relevant in response to the questions in the 2 boxes below.

What do you think would enhance your self-confidence and belief so that you can make a positive difference to children's learning and well being?

What could policy-makers, managers and administrators do to enhance your professional self-confidence as a teacher?

Information about you

What country do you live and work in?

What type of school do you teach in? Primary / secondary etc

Do you belong to any professional associations, teacher organisations or unions (please specify)?

1. Gender

Male

Female

2. Your age

less than 25 years

26 – 34 years

35 – 44 years

45 – 54 years

55+ years

3. Years of experience

less than 2 years

2 – 4 years

5 – 10 years

11 – 20 years

21+ years

4. Years at this school

Less than 2

2 – 4 years

5 – 10 years

11 – 20 years

21+ years

5. Please help us to identify the type of role you occupy by ticking any of the boxes that describe your role:

I am a teaching assistant

I am a teacher

I have a middle management / leadership role

I have a senior management / leadership role

Other (please specify)