

# SCHOOL QUESTIONNAIRE

PISA 2009

MAIN SURVEY



**Managed in Ireland by:**

Educational Research Centre (ERC)

Core B Consortium

Cito Institute for Educational Measurement

University of Twente

University of Jyväskylä, Institute for Educational  
Research

Direction de l'Evaluation de la Prospective et de la  
Performance (DEPP)

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This questionnaire asks for information including:

- The structure and organisation of the school;
- The student and teacher body;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school policies and practices;
- The characteristics of the principal or nominee.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

**The questionnaire should be completed by the principal or nominee.**

It should take about 30 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

**Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.**

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|----------------------------------------------------------------|
| <b>SECTION A: THE STRUCTURE AND ORGANISATION OF THE SCHOOL</b> |
|----------------------------------------------------------------|

**Q1      Do you have the following grade levels in your school?**

*(Please tick one box in each row)*

|                                                      | <i>Yes</i>                            | <i>No</i>                             |
|------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) First Year                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Second Year                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Third Year (Junior<br>Cert. Year)                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Fourth Year<br>(Transition Year)                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) Fifth Year                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| f) Sixth Year (Leaving<br>Cert. Year)                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| g) Other Year levels<br>(e.g. Post-Leaving<br>Cert.) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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**Q2 Is your school a public or a private school?**

*(Please tick only one box)*

A public school

☐ <sub>1</sub>

*(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise. In general, Vocational, Community or Comprehensive schools are categorised in this way.)*

A private school

☐ <sub>2</sub>

*(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution. In general, Secondary schools are categorised in this way.)*

**Q3 About what percentage of your total funding for a typical school year comes from the following sources?**

*“Total funding” should include teachers’ salaries.*

*(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)*

%

a) Government (includes departments, local, regional, and national)

\_\_\_\_\_

b) Student fees or school charges paid by parents

\_\_\_\_\_

c) Benefactors, donations, bequests, voluntary contributions, sponsorships,  
parent fund raising

\_\_\_\_\_

d) Other

\_\_\_\_\_

|       |      |
|-------|------|
| Total | 100% |
|-------|------|

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**Q4 Which of the following definitions best describes the community in which your school is located?**

*(Please tick only one box)*

A village, hamlet or rural area (fewer than 3 000 people) ☐<sub>1</sub>

A town (3 000 to about 15 000 people) ☐<sub>2</sub>

A large town (15 000 to about 100 000 people) ☐<sub>3</sub>

A city (100 000 to about 1 000 000 people) ☐<sub>4</sub>

A large city (with over 1 000 000 people) ☐<sub>5</sub>

**Q5** *We are interested in the options parents have when choosing a school for their children.*

**Which of the following statements best describes the schooling available to students in your school's catchment area?**

*(Please tick only one box)*

There are two or more other schools in this area that compete for our students ☐<sub>1</sub>

There is one other school in this area that competes for our students ☐<sub>2</sub>

There are no other schools in this area that compete for our students ☐<sub>3</sub>

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## SECTION B: THE STUDENT AND TEACHER BODY

**Q6 What was the total school enrolment (number of students) on the 1st of February 2009?**

*(Note: "Total enrolment" includes special education students and students enrolled in PLC courses, whether full- or part-time. It does not include extra-mural day and evening students.)*

*(Please write a number on each line. Write 0 (zero) if there are none.)*

a) Number of boys: \_\_\_\_\_

b) Number of girls: \_\_\_\_\_

**Q7 About what percentage of students in your school repeated a year at Junior or Senior Cycle in the 2007/08 school year?**

*(Please write a number in each row. Write 0 (zero) if nobody repeated a year. Tick the 'not available' box if the Cycle is not offered in your school.)*

%      *Cycle not  
available in  
this school*

a) The approximate percentage of students repeating a year at Junior Cycle (First, Second or Third Year) in this school last year was:

\_\_\_\_\_ ☐ 996

b) The approximate percentage of students repeating a year at Senior Cycle (Transition, Fifth or Sixth Year) in this school last year was:

\_\_\_\_\_ ☐ 996

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**Q8 During the 2007/2008 school year, about what percentage of students in your school...**

*(Please write in a number in each row. Write '0' (zero) if none.)*

- a) Transferred to a different school after the Junior Cycle (i.e. before the end of the Senior Cycle)? \_\_\_\_\_ %
- b) Dropped out of school after the Junior Cycle (i.e. before the end of the Senior Cycle)? \_\_\_\_\_ %

**Q9 About how many students in Third Year in your school have a first language ('mother tongue') that is not English/Gaeilge?**

*(Please tick only one box)*

- 60% or more ☐ <sub>1</sub>
- 40% or more but less than 60% ☐ <sub>2</sub>
- 20% or more but less than 40% ☐ <sub>3</sub>
- 10% or more but less than 20% ☐ <sub>4</sub>
- 5% or more, but less than 10% ☐ <sub>5</sub>
- Less than 5% ☐ <sub>6</sub>
- None ☐ <sub>7</sub>

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**Q10    How many of the following teachers are on the staff of your school?**

*Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the school week in teaching and teaching-related duties for the full school year. All other teachers should be considered part-time. This definition does not include staff involved in full-time administration (e.g., principals, deputy principals). Principals/deputy principals are to be regarded as part-time teachers if they have teaching responsibilities for more than 10% but less than 90% of the time.*

*Numbers should include teachers on probation.*

*(Please write a number in each space provided. Write 0 (zero) if there are none.)*

|                                                                                                        | <i>Full-time</i> | <i>Part-time</i> |
|--------------------------------------------------------------------------------------------------------|------------------|------------------|
| a) Teachers in TOTAL                                                                                   | _____            | _____            |
| b) Teachers fully recognised by the Department of Education and Science or other appropriate authority | _____            | _____            |
| c) Teachers with a degree or equivalent third level qualification                                      | _____            | _____            |

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## SECTION C: THE SCHOOL'S RESOURCES

*The goal of the following set of three questions is to gather information about the student-computer ratio for students in Third Year at your school.*

*Number*

**Q11a** At your school, what is the total number of students in Third Year?

\_\_\_\_\_

**Q11b** Approximately how many computers are available for these students for educational purposes?

\_\_\_\_\_

**Q11c** Approximately how many of these computers are connected to the Internet/World Wide Web?

\_\_\_\_\_

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**Q12 Is your school's capacity to provide instruction hindered by any of the following issues?**

*(Please tick one box in each row)*

|                                                                       | <i>Not at<br/>all</i>                 | <i>Very<br/>little</i>                | <i>To some<br/>extent</i>             | <i>A lot</i>                          |
|-----------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) A lack of qualified science teachers                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| b) A lack of qualified mathematics teachers                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| c) A lack of qualified English teachers                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| d) A lack of qualified teachers of other subjects                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| e) A lack of library staff                                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| f) A lack of other support personnel                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| g) Shortage or inadequacy of science laboratory equipment             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| h) Shortage or inadequacy of instructional materials (e.g. textbooks) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| i) Shortage or inadequacy of computers for instruction                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| j) Lack or inadequacy of Internet connectivity                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| k) Shortage or inadequacy of computer software for instruction        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| l) Shortage or inadequacy of library materials                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| m) Shortage or inadequacy of audiovisual resources                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

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**SECTION D: SCHOOL CURRICULUM AND ASSESSMENT**

**Q13** *Some schools organise instruction differently for students with different abilities. What is your school's policy about this for students in Third Year?*

*(Please tick one box in each row)*

|                                                           | <i>For all<br/>subjects</i>           | <i>For some<br/>subjects</i>          | <i>Not for any<br/>subject</i>        |
|-----------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Students are grouped by ability into different classes | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b) Students are grouped by ability within their classes   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

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**Q14 This academic year, which of the following activities does your school offer to Third Year students?**

*(Please tick one box in each row)*

|                                                                                  | <i>Yes</i>                            | <i>No</i>                             |
|----------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) Band, orchestra or choir                                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) School play or school musical                                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) School yearbook, newspaper or magazine                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Volunteering or service activities, e.g. meals on wheels, charity work.       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) Book club                                                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| f) Debating club or debating activities                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| g) School club or school competition for foreign language, maths or science      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| h) Academic club                                                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| i) Art club or art activities                                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| j) Sporting team or sporting activities                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| l) Collaboration with local libraries                                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| m) Collaboration with local newspapers                                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| n) Classes to boost computer skills (enrichment)                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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**Q15 Does your school offer any of the following options to students in Third year whose first language is not English/Gaeilge?**

*(Please tick one box in each row)*

|                                                                                                                                                                                         | <i>Yes</i>                            | <i>No</i>                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication)   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Before transferring to regular classes, these students attend a preparatory programme aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Before transferring to regular classes, these students receive some instruction in school subjects through their first language                                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) These students receive significant amounts of instruction in their first language aimed at developing proficiency in both languages                                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) Class size is reduced to cater to the special needs of these students                                                                                                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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**Q16 Generally, in your school, how often are students in Third Year assessed using the following methods?**

*(Please tick only one box in each row)*

|                                                                                       | <i>Never</i>                          | <i>1 – 2<br/>times a<br/>year</i>     | <i>3 – 5<br/>times a<br/>year</i>     | <i>Monthly</i>                        | <i>More<br/>than<br/>once a<br/>month</i> |
|---------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|-------------------------------------------|
| a) Standardised attainment tests (this does not include state examinations)           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| b) Teacher-developed or teacher instigated tests (this can include mock examinations) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| c) Teachers' overall ratings (judgements)                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| d) Student portfolios                                                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| e) Student assignments or homework                                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |

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**Q17 In your school, are assessments of Third Year students used for any of the following purposes?**

*(Please tick only one box in each row)*

|                                                                                | <i>Yes</i>                            | <i>No</i>                             |
|--------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) To inform parents about their child's progress                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) To make decisions about students' retention or promotion                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) To group students for instructional purposes                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) To compare the school to national performance                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) To monitor the school's progress from year to year                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| f) To make judgements about teachers' effectiveness                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| g) To identify aspects of instruction or the curriculum that could be improved | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| h) To compare the school with other schools                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

## SECTION E: SCHOOL CLIMATE

### Q18 In your school, to what extent is the learning of students hindered by the following?

*(Please tick one box in each row)*

|                                                                  | <i>Not at<br/>all</i><br>1 | <i>Very<br/>little</i><br>2 | <i>To some<br/>extent</i><br>3 | <i>A<br/>lot</i><br>4    |
|------------------------------------------------------------------|----------------------------|-----------------------------|--------------------------------|--------------------------|
| a) Teachers' low expectations of students                        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| b) Student absenteeism                                           | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| c) Poor student-teacher relations                                | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| d) Disruption of classes by students                             | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| e) Teachers not meeting individual students' needs               | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| f) Teacher absenteeism                                           | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| g) Students skipping classes                                     | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| h) Students lacking respect for teachers                         | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| i) Staff resisting change                                        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| j) Student use of alcohol or illegal drugs                       | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| k) Teachers being too strict with students                       | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| l) Students intimidating or bullying other students              | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |
| m) Students not being encouraged to achieve their full potential | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>       | <input type="checkbox"/> |

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**Q19 Which statement below best characterises parental expectations towards academic standards in your school?**

*(Please tick only one box)*

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them

☐ <sub>1</sub>

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*

☐ <sub>2</sub>

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*

☐ <sub>3</sub>

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## SECTION F: SCHOOL POLICIES AND PRACTICES

### Q20 How often are the following factors considered when students are admitted to your school?

*(Please tick one box in each row)*

|                                                                                                    | <i>Never</i>                          | <i>Sometimes</i>                      | <i>Always</i>                         |
|----------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Residence in a particular area                                                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b) Student records of academic performance<br>(including placement tests)                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| c) Recommendations from feeder schools                                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| d) Parents' endorsement of the instructional<br>or religious philosophy of the school              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e) Whether the student requires or is<br>interested in a specific programme or<br>specific subject | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f) Preference given to family members of<br>current or former students                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| g) Other factors                                                                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

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**Q21a**      **Does your school take action to promote inclusivity, (e.g. integration of migrant students), in any of the following ways?**

*(Please tick only one box in each row)*

|                                                                                                              | <i>Yes</i>                            | <i>No</i>                             |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) In our whole school planning, we provide for students from minority groups                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Our school has a whole-school approach to language development for migrant students                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Our school uses the NCCA intercultural guidelines                                                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Our school includes references to other cultures when implementing the curriculum                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) Our school bullying policy refers to bullying on grounds of race                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| f) Our school bullying policy provides for a formal process of recording and dealing with bullying incidents | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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**Q21b Do students in this school whose first language is not English or Irish receive any of the following types of support?**

*(Please tick one box in each row.)*

|                                                                                              | <i>Yes</i>                            | <i>No</i>                             |
|----------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) Support from subject teachers during regular classes                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Support from English language support teachers during regular classes                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Support from other students during regular classes                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Separate English language classes with other students whose first language is not English | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) One-to-one English language classes with a teacher                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| f) One-to-one English language support from a student                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**Q21c How many full-time English Language Support (ELS) posts are in your school?**

|                                 |                                        |
|---------------------------------|----------------------------------------|
| None                            | <input type="checkbox"/> <sub>01</sub> |
| One half-time post              | <input type="checkbox"/> <sub>02</sub> |
| One full-time post              | <input type="checkbox"/> <sub>03</sub> |
| One-and-a-half full-time posts  | <input type="checkbox"/> <sub>04</sub> |
| Two full-time posts             | <input type="checkbox"/> <sub>05</sub> |
| Two-and-a-half full-time posts  | <input type="checkbox"/> <sub>06</sub> |
| Three full-time posts           | <input type="checkbox"/> <sub>07</sub> |
| More than three full-time posts | <input type="checkbox"/> <sub>08</sub> |

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**Q22 In your school, how likely is it that a Third Year student would be transferred to another school because of:**

*(Note: any person or process may cause or authorise the transfer.)*

*(Please tick one box in each row)*

*If students are never transferred, go to Q23*

|                                   | <i>Not likely</i>                     | <i>Likely</i>                         | <i>Very likely</i>                    |
|-----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Low academic achievement       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b) High academic achievement      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| c) Behavioural problems           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| d) Special learning needs         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e) Parents' or guardians' request | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f) Other reasons                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**Q23 This set of questions explores aspects of the school's accountability to parents.**

*(Please tick one box in each row)*

|                                                                                                                                                                                                                  | <i>Yes</i>                            | <i>No</i>                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) Does your school provide information to parents of students in Third Year on their child's academic performance relative to other Third Year students in your school?                                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Does your school provide information to parents of students in Third Year on their child's academic performance relative to national or regional benchmarks, including performance on the Junior Certificate? | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Does your school provide information to parents of students in Third Year on their academic performance as a group relative to students in Third Year in other schools?                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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**Q24 In your school, are achievement data used in any of the following accountability procedures?**

*Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.*

*(Please tick one box in each row)*

|                                                                                                           | <i>Yes</i>                            | <i>No</i>                             |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media or on your school website)                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Achievement data are used in evaluation of the principal's performance                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Achievement data are used in evaluation of teachers' performance                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Achievement data are used to help make decisions about instructional resource allocation to the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e) Achievement data are tracked over time by an administrative authority (e.g. VEC, DES)                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**Q25 During the last year, have any of the following methods been used to monitor the practice of English teachers at your school?**

*(Please tick one box in each row)*

|                                                                                 | <i>Yes</i>                            | <i>No</i>                             |
|---------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a) Achievement of students in tests or assessments                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Teacher peer review (of lesson plans, assessment instruments, lessons)       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Principal or senior staff observations of lessons                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d) Observation of classes by inspectors or other persons external to the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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**Q26 Who has a considerable responsibility for the following tasks in this school?**

*(Please tick as many boxes as appropriate in each row)*

|                                                     | <i>Principals</i>                     | <i>Teachers</i>                       | <i>School<br/>Board of<br/>Management</i> | <i>VEC</i>                            | <i>Department<br/>of Education<br/>and Science</i> |
|-----------------------------------------------------|---------------------------------------|---------------------------------------|-------------------------------------------|---------------------------------------|----------------------------------------------------|
| a) Hiring teaching staff                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| b) Dismissing teachers                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| c) Establishing teachers' starting salaries         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| d) Determining teachers' salary increases           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| e) Formulating the school budget                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| f) Deciding on budget allocations within the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| g) Establishing student disciplinary policies       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| h) Establishing student assessment policies         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| i) Approving students for admission to the school   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| j) Choosing which textbooks are used                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| k) Determining course content                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |
| l) Deciding which courses are offered               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>              |

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**Q27 Which of the following exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices in this school?**

*(Please tick as many boxes as apply)*

|                                                                                              | <i>Area of influence</i>              |                                       |                                       |                                       |
|----------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
|                                                                                              | <i>Staffing</i>                       | <i>Budgeting</i>                      | <i>Instructional content</i>          | <i>Assessment practices</i>           |
| a) Regional or national education authorities (e.g.VEC, Department of Education and Science) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> |
| b) The school's Board of Management                                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> |
| c) Parent groups (school based or national)                                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> |
| d) Teacher groups (e.g. trade unions, National Association of English Teachers)              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> |
| e) Student groups (e.g. Student Council, youth organisation)                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> |
| f) External examination boards (e.g. State Examination Commission)                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> |

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**Q28 Please indicate the frequency of the following activities and behaviours in your school during the current year.**

*(Please tick only one box in each row)*

|                                                                                                                                              | <i>Never</i>                          | <i>Seldom</i>                         | <i>Quite often</i>                    | <i>Very often</i>                     |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) The principal makes sure that the professional development activities of teachers are in accordance with the teaching goals of the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| b) The principal ensures that teachers work according to the school's educational goals                                                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| c) The principal observes instruction in classrooms                                                                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| d) The principal uses student performance results to develop the school's educational goals                                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| e) The principal gives teachers suggestions as to how they can improve their teaching                                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| f) The principal monitors students' work                                                                                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| g) When a teacher has problems in his/her classroom, the principal takes the initiative to discuss matters                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| h) The principal informs teachers about possibilities for updating their knowledge and skills                                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

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**Q28 Continued.**

|                                                                                                              | <i>Never</i>                          | <i>Seldom</i>                         | <i>Quite often</i>                    | <i>Very often</i>                     |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| i) The principal checks to see whether classroom activities are in keeping with our educational goals        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| j) The principal takes exam results into account in decisions regarding curriculum development               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| k) The principal ensures that there is clarity concerning the responsibility for coordinating the curriculum | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| l) When a teacher brings up a classroom problem, the teacher and principal solve the problem together        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| m) The principal pays attention to disruptive behaviour in classrooms                                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| n) The principal takes over lessons from teachers who are unexpectedly absent                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

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## SECTION G: ABOUT YOU

**Q29 Are you female or male?**

*Female*

*Male*

☐ <sub>1</sub>☐ <sub>2</sub>

**Q30 Do the computers in your school that are used for instructional purposes have broadband Internet connectivity?**

*(Please tick only one box)*

Yes, all

☐ <sub>1</sub>

Yes, most

☐ <sub>2</sub>

Yes, some

☐ <sub>3</sub>

No, none

☐ <sub>4</sub>

---

**Q31 Please write the number of each type of equipment listed below that is available for instructional use in your school:**

*(Please write in a number in each row. Write '0' (zero) if none.)*

Printer \_\_\_\_\_

Scanner \_\_\_\_\_

Digital projector \_\_\_\_\_

Interactive whiteboard \_\_\_\_\_

Digital camera \_\_\_\_\_

Webcam \_\_\_\_\_

**Q32 Relative to other goals for your school, how much emphasis do you place on the integration of technology into instruction?**

*(Please tick only one box)*

Heavy emphasis ☐ <sub>1</sub>

Some emphasis ☐ <sub>2</sub>

Little or no emphasis ☐ <sub>3</sub>

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**Q33a Does your school have a designated ICT Co-ordinator?**

*(Please tick only one box)*

Yes, full-time ☐ <sub>1</sub>

Yes, part-time ☐ <sub>2</sub>

No, none ☐ <sub>3</sub>

**Q33b If yes, is this part or all of a post of responsibility?**

*(Please tick only one box)*

Yes ☐ <sub>1</sub>

No ☐ <sub>2</sub>

Not Applicable ☐ <sub>3</sub>

**Q33c If no, to Q33b, is the ICT co-ordinator remunerated in some other way (e.g. time, payment)?**

*(Please tick only one box)*

Yes ☐ <sub>1</sub>

No ☐ <sub>2</sub>

Not Applicable ☐ <sub>3</sub>

---

**Q33d Which best describes the type of support given by the ICT Co-ordinator?**

*(Please tick only one box)*

Mainly trouble-shooting technical problems (e.g. fixing network connection, fixing printer) and providing technical assistance (e.g. showing staff how to install and use new software) ☐ <sub>1</sub>

Mainly supporting teachers in the integration of technology into teaching and learning (e.g. developing and sharing lesson exemplars) ☐ <sub>2</sub>

The Co-ordinator provides a balanced mix of both of these types of support ☐ <sub>3</sub>

Not Applicable ☐ <sub>4</sub>

**Q33e How satisfied are you with the time available to the ICT Co-ordinator to complete his or her work in this regard?**

*(Please tick only one box.)*

Very satisfied ☐ <sub>1</sub>

Satisfied ☐ <sub>2</sub>

Dissatisfied ☐ <sub>3</sub>

Very dissatisfied ☐ <sub>4</sub>

Not applicable ☐ <sub>5</sub>

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**Q34**      **If you have a designated ICT Co-ordinator, please tick the box that best describes the basis on which you assigned the role to this person:**

*(Please tick only one box)*

On the basis of his or her professional qualifications (e.g. in ICT or a related area)      ☐<sub>1</sub>

On the basis of his or her personal interest in ICT      ☐<sub>2</sub>

On the basis of the time he or she had available      ☐<sub>3</sub>

On some other basis *(Please describe below)*:      ☐<sub>4</sub>

---

**Q35 Please rate how much each of the following conditions acts as an obstacle in your school in making more effective use of technology:**

*(Please tick only one box in each row.)*

|                                                                                                                    | <i>Major<br/>Obstacle</i>             | <i>Minor<br/>Obstacle</i>             | <i>Not an<br/>Obstacle</i>            |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Too few computers in classrooms                                                                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b) Too few computers in computer lab(s)                                                                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| c) Insufficient professional training and development opportunities for teachers on the use of technology          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| d) Insufficient time for teachers to participate in professional training and development on the use of technology | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e) Insufficient or inadequate software                                                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f) Outdated computers                                                                                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| g) Slow or unreliable Internet connection                                                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| h) Significant technical problems, e.g., with network, with printers, with individual computers breaking down      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| i) Lack of computer skills in teachers                                                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| j) Lack of computer skills in students                                                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| k) Large class sizes                                                                                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| l) Too much course material to cover in a year to make room for technology use                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| m) Lack of leadership related to technology nationally                                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| n) Lack of leadership related to technology in the school                                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| o) Lack of a common understanding of technology integration nationally                                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| p) Lack of a common understanding of technology integration in the school                                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

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