Post-Primary Principal Survey

The Educational Research Centre, Drumcondra, Dublin, has been asked by the Department of Education and Skills to develop an evaluation framework for Teachers' Professional Learning (TPL). This survey is part of that project. Your school is one of 100 post-primary schools selected to take part. Collectively, the 280 schools provide a varied and representative picture of schools in Ireland.

The purpose of this survey is to gather information about teachers' views on TPL and its impact; their recent participation in professional learning activities; and their TPL needs in the area of student wellbeing. Some general questions about the school environment and community are asked. These will provide us with information which will help us to understand differences between teachers in different contexts.

The survey is intended to take approximately 30 minutes to complete. Some questions provide space for you to provide more detail on your answers, if you wish.

The responses to this survey will contribute to the development of a framework for the evaluation of TPL. Your school will receive a copy of the final report.

We greatly appreciate your participation in this survey. We need to hear the views and perspectives of as many registered teachers as possible, including those working full and part-time, in order to understand the different contexts in which school leaders and teachers work, and to enhance and develop policies to better support and evaluate TPL.

This study is conducted in compliance with the GDPR framework. Your school's roll number will be used to match survey data with publicly available school-level information such as DEIS status and enrolment size. Individual identifying information such as name or IP address are **not** gathered in this survey. Results of individual schools will **not** be published. School roll numbers will be permanently deleted from the survey dataset at the end of the project.

To allow us to process the data in good time, we would be grateful if you could submit your response by **1st May 2020.**

If you work in more than one school and get this survey link more than once, you only need to respond once.

If you have any questions about this survey please contact **tpl@erc.ie**.

Many thanks for your participation.

School Information

1. Roll number of your school: *

Please ensure you choose the correct roll number.

Please choose...	▼

2. Please type your school's phone number into the box below: *

This information is used to check and confirm the roll number.

3. What is/are your role(s) in the school? *

Tick all that apply.

☐ School Principal

☐ Deputy Principal

☐ Assistant Principal I

☐ Assistant Principal II

☐ Subject Teacher

☐ Special Class Teacher

☐ Special Education Teacher (Formerly Learning Support/Resource Teacher)

☐ Other (Please specify)

4. Please describe your role as principal/deputy principal: *

○ Administrative Principal/Deputy Principal

○ Teaching Principal/Deputy Principal

5. How many teachers are currently employed at your school? *

Include a count of the <u>total</u> number of registered teachers active in teaching roles at your school, both full-time and part-time.
Include your school's Home School Community Liaison Coordinator (if applicable) and Special Education Teacher(s), whether full-time or part-time.
Exclude teachers who are on extended leave of more than 3 months, e.g. long-term leave, career break, maternity leave etc.

[   ]

0 / 3

6. During this school year, how many teachers have had responsibility for teaching one or more SPHE classes? *

[   ]

0 / 3

7. In general, how happy is the environment for students and teachers in your school, relative to other schools of the same size? *

Mark one choice in each row.

	Happier	As happy	Less happy
Students	○	○	○
Teachers	○	○	○

8. Please indicate the extent to which you believe each of the following to be true of teachers in your school? *

Mark one choice in each row.

Teachers, in general:

	All or nearly all	More than half	Less than half	Only a few	None or hardly any
Are positive about the school	○	○	○	○	○
Get a lot of help and support from colleagues	○	○	○	○	○
Are open to new developments and challenges	○	○	○	○	○
Are eager to take part in professional learning activities	○	○	○	○	○

9. Below are a list of statements about students. Please indicate the extent to which you believe each of the following to be true of students in the school? *

Mark one choice in each row.

Students, in general:

	All or nearly all	More than half	Less than half	Only a few	None or hardly any
Enjoy being at school	○	○	○	○	○
Are well-behaved in class	○	○	○	○	○
Show respect for their teachers	○	○	○	○	○
Are rewarding to work with	○	○	○	○	○
Are well-behaved in the corridor and communal areas	○	○	○	○	○

10. To what degree is each of the following a challenge in your school? *

Mark one choice in each row.

	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
Student disengagement	○	○	○	○
Student absenteeism	○	○	○	○
Aggression and bullying	○	○	○	○
Relationship difficulties among students	○	○	○	○
Low achievement	○	○	○	○
Lack of shared understanding between family and school	○	○	○	○
Transitions from primary to post-primary school	○	○	○	○

11. To what degree is each of the following a challenge in your local community? *

Mark one choice in each row.

	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
Unemployment	○	○	○	○
Homelessness	○	○	○	○
Lack of availability of housing *(resulting in, for example, intergenerational co-habiting)*	○	○	○	○
Extensive poverty	○	○	○	○
Drug and/or alcohol abuse	○	○	○	○
Anti-social behaviour	○	○	○	○
Theft and petty crime	○	○	○	○
Organised crime	○	○	○	○

12. In general, what proportion of parents attend (a) parent teacher meetings and (b) other meetings organised by the school? *

Mark one choice in each row.

	All or nearly all	More than half	Less than half	Only a few
Parent teacher meetings	○	○	○	○
Other meetings organised by the school	○	○	○	○

13. How many students from each of the following groups do you have in your school:

Note that students may belong to more than one category.
If none, please write '0', rather than leaving the box blank.

Number of students

Students from an immigrant background *(i.e. one or both parents born outside Ireland or the U.K.)*

Students who identify themselves as members of the Traveller or Roma community

Students who speak a main home language other than English/Irish

Students living in direct provision accommodation

Students who are homeless or in temporary accommodation *(other than direct provision)*

14. How many students in your school have additional learning needs associated with each of the following:

Please count each student in <u>one</u> category only i.e. each student should be assigned to the category representing their most severe impairment. If none, please write '0', rather than leaving the box blank.

Number of students

Physical impairments *(e.g. dyspraxia, cerebral palsy)*

Sensory impairments *(e.g. hearing, vision)*

Specific learning disability *(e.g. dyslexia, dyscalculia)*

General learning disability *(including mild, moderate, and profound)*

Social, emotional, and behavioural difficulties *(including ADHD, ODD etc.)*

Autism, autistic spectrum disorders

Specific speech and language disorders

Assessed syndrome *(e.g. Down, William's, Tourette's syndrome)*

15a. Does your school contain one or more special education classes? *

i.e. one or more special education needs classes within a mainstream school.

◯ Yes

◯ No

15b. Which type of special class does your school contain? *

Tick all that apply.

☐ ASD Early Intervention

- [ ] Autism/Autistic Spectrum Disorders

- [ ] Specific Learning Disability

- [ ] Mild General Learning Disability

- [ ] Moderate General Learning Disability

- [ ] Severe/Profound General Learning Disability

- [ ] Hearing Impairment

- [ ] Hearing Impairment - Early Intervention

- [ ] Specific Speech and Language Disorder

- [ ] Emotional Disturbance

- [ ] Multiple Disabilities

16. Is your school registered to offer _Droichead_ as a route to teacher induction? *

- ( ) Yes

- ( ) No

Principal Information

17. Do you work full-time or part-time in the school? *

○ Full-time

○ Part-time

18. Which of the following best describes your employment status? *

○ Permanent

○ Contract of Indefinite Duration

○ Fixed term (Whole-time)

○ Fixed term (Part-time)

○ Substitute

19. When did you complete your initial teacher education? *

○ Before 1990

○ 1990-1999

○ 2000-2009

○ 2010-2015

○ 2016-2018

○ 2019

20. By the end of the current school year, how many years will you have been a school principal? *

○ 1 year, i.e. this is my first year as a school principal

○ 2-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ More than 20 years

21. By the end of the current school year, how many years in total will you have you been a teacher (including years as a school principal whether administrative or teaching)? *

Exclude any long-term leave, career breaks etc.

○ 1-5 years

○ 6-10 years

○ 11-20 years

○ More than 20 years

22. In what year did you begin employment in this school? *

○ 2019 - 2020 school year

○ 2018 - 2019 school year

○ 2017 - 2018 school year

○ 2016 - 2017 school year

○ 2015 - 2016 school year

○ 2014 - 2015 school year or earlier

23. Which of the following best describes you? *

○ Male

○ Female

○ Other (including non-binary, agender, gender-fluid)

○ Prefer not to say

24. To which age group do you belong? *

○ Under 25

○ 25 - 29

○ 30 - 39

○ 40 - 49

○ 50 - 59

○ Over 60

25. Do you have any additional formal (certified) qualifications <u>relating to your work as a teacher/school principal</u>? *

Tick all that apply.

☐ Cert/Diploma

☐ M.Ed.

☐ M.Sc.(Ed.)

☐ M.A.(Ed.)

☐ Ph.D./Ed.D.

☐ No, I do not

☐ Other (Please specify)

26. Please answer the following questions about your role as school principal: *

Mark one choice in each row.

	Very	Fairly	Not very	Not at all
How satisfying is your job?	○	○	○	○
How stressful is your job?	○	○	○	○
How supported do you feel in your job?	○	○	○	○

Principal Information

27. Do you currently teach in your school? *

○ Yes

○ No

28. Which year levels do you teach? *

Tick all that apply.

☐ First Year

☐ Second Year

☐ Third Year

☐ Fourth Year (Transition Year)

☐ Fifth Year

☐ Sixth Year

☐ Special Class

☐ Special Education Teacher (Formerly Learning Support/Resource Teacher)

29. Which subject(s) do you teach? *

Tick all that apply.

☐ English

☐ Irish

☐ Mathematics (including Applied Mathematics)

☐ Modern Foreign Languages

☐ Ancient Languages (Ancient Greek, Latin)

- [ ] Science (Physics, Chemistry, Biology, Agricultural Science)

- [ ] Geography

- [ ] Home Economics

- [ ] History

- [ ] Technology Subjects (Applied Technology, Engineering, Graphics, Wood Technology, DCG, Construction Studies)

- [ ] Cultural Subjects (Religious Education, Classical Studies, Jewish Studies, Classics, Environmental Social Studies, Politics and Society, Philosophy)

- [ ] Personal Subjects (CSPE, SPHE, Physical Education)

- [ ] Wellbeing

- [ ] Business Subjects (Accounting, Business Studies, Economics)

- [ ] Computer Science

- [ ] Artistic Subjects (Music, Art, Visual Art)

- [ ] Other (please specify)

30. Do you currently teach one or more of the following subjects with a particular focus on wellbeing on a weekly basis? *

Tick all that apply.

- [ ] SPHE

- [ ] CSPE

- [ ] Physical Education

- [ ] Wellbeing (i.e. timetabled curricular learning experiences in the Wellbeing programme)

- [ ] No - I do not teach any of these subjects

31. During your most recent complete calendar week, how many minutes in total did you spend on (a) tasks related to student wellbeing and (b) teaching student wellbeing at your school? *

Please make sure you give your answer in <u>minutes</u>. For example, 3 hours per week is 180 minutes (3 x 60 minutes).
If you have not spent any time on tasks related to student wellbeing or teaching student wellbeing in the last calendar week, enter '0'.

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Total number of minutes

Tasks related to student wellbeing
Include time spent on teaching, planning lessons, co-curricular activities (Active Schools Flag, Mindfulness minutes etc.), 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, weekends, or other out-of-class hours.

<u>Teaching</u> student wellbeing
Including but not limited to teaching SPHE, CSPE, Physical Education, and Wellbeing. Include any teaching relating to student wellbeing across any subject/curriculum area.

Thoughts on Teachers' Professional Learning (TPL) in General

For the purpose of this survey:
'Teachers' Professional Learning' (TPL) is defined as all of the various types of continuing professional learning and development activities for teachers and school leaders which are funded, facilitated, accredited or otherwise supported by the Department, its support services or its agencies (including but not limited to NEPS, NCSE, PDST, JCT, NIPT, CSL, FESS, and the Education Centres). TPL does not include initial teacher education. TPL is continuous and ongoing and ranges from highly informal to structured and formal.

This section includes questions relating to your thoughts about TPL. Some questions ask about informal and self-directed TPL.

32. Please indicate your level of agreement with each of the following statements: *

Mark one choice in each row.

	Strongly agree	Moderately agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately disagree	Strongly disagree
Professional learning activities often help teachers to develop new teaching approaches	○	○	○	○	○	○
If I did not have to, I would not attend professional learning activities	○	○	○	○	○	○
Professional learning activities are worth the time they take	○	○	○	○	○	○
I have been enriched by the professional learning activities in which I have participated	○	○	○	○	○	○
Professional learning activities have not had much impact on my learning	○	○	○	○	○	○
Professional learning activities have not had much impact on my teaching or professional practice	○	○	○	○	○	○
Professional learning activities have not had much impact on my students' outcomes	○	○	○	○	○	○

33. Please select <u>up to five</u> of the following as your most preferred modes of TPL *

You can select up to five options. If you want to change your selection, click again on an item that you have selected to de-select it and then make your new selection.

☐ School based support including school visits from support service personnel

☐ Events - Presentations by facilitators, question and answe sessions and/or panel discussions

- [ ] Events - Single day lectures or seminars

- [ ] Events - Conferences and/or showcases

- [ ] Workshops - Single day workshops

- [ ] Workshops - Series of workshops over multiple days

- [ ] Workshops - Evening workshops

- [ ] Workshops - Residential workshops

- [ ] Workshops - In-school colleague-led workshops

- [ ] Working with others - Team teaching

- [ ] Working with others - Mentoring/coaching

- [ ] Working with others - Professional learning communities

- [ ] Working with others - Lesson study

- [ ] Networking - Formal networking with colleagues (e.g. clustering)

- [ ] Research (e.g. action research project)

- [ ] Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)

- [ ] Reading academic journals/papers/reports

- [ ] Learning through practice

34. Is there any other mode of TPL that we haven't listed that you prefer? If so, please tell us what and why:

35. How effective are the following forms of TPL in informing your professional knowledge, competence, and skills? *

Mark one choice in each row.

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of TPL
School based support including school visits from support service personnel	○	○	○	○	○
Events - Presentations by facilitators, question and answer sessions, and/or panel discussions	○	○	○	○	○
Events - Single day lectures or seminars	○	○	○	○	○
Events - Conferences and/or showcases	○	○	○	○	○
Workshops - Single day workshops	○	○	○	○	○
Workshops - Series of workshops over multiple days	○	○	○	○	○
Workshops - Evening workshops	○	○	○	○	○
Workshops - Residential workshops	○	○	○	○	○
Workshops - In-school colleague-led workshops	○	○	○	○	○
Working with others - Team teaching	○	○	○	○	○
Working with others - Mentoring/coaching	○	○	○	○	○
Working with others - Professional learning communities	○	○	○	○	○
Working with others - Lesson study	○	○	○	○	○
Networking - Informal networking with colleagues	○	○	○	○	○
Networking - Formal networking with colleagues, (e.g. clustering)	○	○	○	○	○
Research (e.g. action research project)	○	○	○	○	○
Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)	○	○	○	○	○

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of TPL
Reading academic journals/papers/reports	○	○	○	○	○
Learning through practice	○	○	○	○	○

36. How effective are the following forms of TPL in informing your <u>attitudes</u>, <u>values</u>, and <u>practice</u>? *

Mark one choice in each row.

	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective	Never experienced this type of TPL
School based support including school visits from support service personnel	○	○	○	○	○
Events - Presentations by facilitators, question and answer sessions, and/or panel discussions	○	○	○	○	○
Events - Single day lectures or seminars	○	○	○	○	○
Events - Conferences and/or showcases	○	○	○	○	○
Workshops - Single day workshops	○	○	○	○	○
Workshops - Series of workshops over multiple days	○	○	○	○	○
Workshops - Evening workshops	○	○	○	○	○
Workshops - Residential workshops	○	○	○	○	○
Workshops - In-school colleague-led workshops	○	○	○	○	○
Working with others - Team teaching	○	○	○	○	○
Working with others - Mentoring/coaching	○	○	○	○	○
Working with others - Professional learning communities	○	○	○	○	○
Working with others - Lesson study	○	○	○	○	○
Networking - Informal networking with colleagues	○	○	○	○	○
Networking - Formal networking with colleagues, (e.g. clustering)	○	○	○	○	○

Research (e.g. action research project)	◯	◯	◯	◯	◯
Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)	◯	◯	◯	◯	◯
Reading academic journals/papers/reports	◯	◯	◯	◯	◯
Learning through practice	◯	◯	◯	◯	◯

37a. In your opinion, how useful is it to evaluate the impact of TPL against the following criteria? *

Mark one choice in each row.
In the following questions, we use the term 'participant' for the teacher/school leader participating in the TPL.

	Very useful	Somewhat useful	Not very useful	Not useful at all
Participant satisfaction with TPL experience	◯	◯	◯	◯
Participant views, attitudes, and values	◯	◯	◯	◯
Participant knowledge, skills, and competence	◯	◯	◯	◯
Changes in participant practice	◯	◯	◯	◯
Changes at whole school level	◯	◯	◯	◯
Student learning outcomes	◯	◯	◯	◯
Value for money	◯	◯	◯	◯
Relevance to classroom practice	◯	◯	◯	◯
Alignment to the curriculum	◯	◯	◯	◯

37b. Is there any other criteria which you find useful when evaluating the impact of TPL?

38. In your opinion, how useful are the following instruments in evaluating the impact of TPL? *

Mark one choice in each row.
In the following questions, we use the term 'participant' for the teacher/school leader participating in the TPL.

	Very useful	Somewhat useful	Not very useful	Not useful at all
Participant questionnaires/surveys	◯	◯	◯	◯
Participant interviews	◯	◯	◯	◯
Reflective learning logs and journals completed by participants (either online or paper)	◯	◯	◯	◯
Classroom observation of participants	◯	◯	◯	◯
Student learning outcome measures	◯	◯	◯	◯
Interviews with students/student questionnaires	◯	◯	◯	◯
Collection of documentary evidence (minutes/planning materials)	◯	◯	◯	◯
Follow up emails from the service provider	◯	◯	◯	◯

39a. Please describe the most effective TPL that you have experienced:

You may wish to include the following information: course name, content, provider, mode of facilitation (i.e. lecture, workshop etc.), or any other feature of the TPL that made it effective in your opinion.

39b. How did this TPL impact on your own professional practice? How did you know it had an impact?

39c. How did this TPL impact on the outcomes of your students? How did you know it had an impact?

39d. How did this TPL impact on practice and policy within the school? How did you know it had an impact?

TPL since September 2018

For the purpose of this survey we define Teachers' Professional Learning (TPL) as:
all of the various types of continuing professional learning and development activities for teachers and school leaders which are funded, facilitated, accredited or otherwise supported by the Department, its support services or its agencies (including but not limited to NEPS, NCSE, PDST, JCT, NIPT, CSL, FESS, and the Education Centres). TPL does not include initial teacher education. TPL is continuous and ongoing and ranges from highly informal to structured and formal.

This section includes questions about the TPL you have participated in since September 2018. Some questions ask about informal and self-directed TPL.

40. In general, which of the following is most important in determining your school's TPL priorities: *

Changes to curriculum
Changes to policy
Developing and promoting teacher knowledge and skills
Perceived needs of students
Identified school need

> 1.

41. At your school, is it generally possible to facilitate all requests from teachers for TPL participation? *

○ Yes   ○ No

42. What factors determine decisions on TPL participation? *

You can select multiple options.

☐ Changes to curriculum

☐ Changes to policy

☐ Teachers who had fewer TPL opportunities

☐ Development and promotion of teacher knowledge and skills

☐ Cost

☐ Availability of a substitute teacher or teacher cover

- [ ] Location of TPL

- [ ] Overall school plan/priorities

- [ ] Teacher's own interest

- [ ] Time of year, e.g. summer courses

- [ ] Time available inside of school hours

- [ ] Time available outside of school hours

- [ ] Other (Please specify)

43. Approximately how many days (one day is about 5 hours) did you spend on teachers' professional learning since September 2018? *

Do not count undergraduate or postgraduate courses.
Mark one choice on each row.

Professional learning activities...

	None	Up to half a day	1-3 days	4-8 days	9-14 days	15 or more days	Prefer not to say
Relating to the Junior Cycle	○	○	○	○	○	○	○
All other professional learning	○	○	○	○	○	○	○

44. For the TPL that you have completed since September 2018, did you receive scheduled time (i.e. were you permitted to be absent from classes/duties) to undertake the TPL that took place <u>during</u> regular work hours? *

- ( ) Yes
- ( ) No

- ( ) N/A, I did not participate in any TPL since September 2018

45. For the TPL that took place <u>during</u> work hours, was a substitute teacher/school leader provided in your absence? *

- ( ) Yes
- ( ) No

○ N/A, I did not participate in any TPL since September 2018

46. Which of the following types of TPL have you participated in since September 2018? *

You can select multiple options.

☐ N/A, I did not participate in any TPL since September 2018

☐ External workshop (i.e. held away from school premises, e.g. in an Education Centre)

☐ External lecture or seminar

☐ In-school support (e.g. support from a PDST facilitator, NEPS psychologist, or NCSE advisor)

☐ School-based workshop

☐ Webinar

☐ Online course (e.g. approved online summer course)

☐ Mentoring/coaching

☐ Research (e.g. an action research project)

☐ Formal networking with colleagues (e.g. clustering)

☐ Team teaching

47. What, in your opinion, was the main purpose of the TPL that you participated in since September 2018? *

You can select multiple options.

☐ N/A, I did not participate in any TPL since September 2018

☐ Subject knowledge (content knowledge)

☐ Knowledge about the teaching and learning of a particular subject (pedagogical knowledge)

☐ Knowledge about teaching methods

- [ ] Classroom management and organisation

- [ ] Personal learning and development (e.g. professional development, teacher wellbeing)

- [ ] Professional collaboration and support of colleagues

- [ ] Working with parents

- [ ] Planning for inclusion

- [ ] School self evaluation and planning

- [ ] Planning and preparation

- [ ] Other (Please specify)

48. In your opinion, how much of an impact did the TPL you participated in since September 2018 have on your development as a teacher/school leader? *

Mark one choice in each row.
You may have noted an impact on your own learning, your use of new knowledge and skills, and/or student learning outcomes.

	A large impact	A moderate impact	A small impact	No impact	Did not attend this type of TPL
External workshop (i.e. held away from school premises, e.g. in an Education Centre)	○	○	○	○	○
External lecture or seminar	○	○	○	○	○
In-school support (e.g. support from a PDST facilitator, NEPS psychologist, or NCSE advisor)	○	○	○	○	○
School based workshop	○	○	○	○	○
Webinar	○	○	○	○	○
Online course (e.g. approved online summer course)	○	○	○	○	○
Mentoring/coaching	○	○	○	○	○
Research (e.g. an action research project)	○	○	○	○	○
Formal networking with colleagues (e.g. clustering)	○	○	○	○	○

Team teaching $\bigcirc$ $\bigcirc$ $\bigcirc$ $\bigcirc$ $\bigcirc$

49. How do you know that these professional learning activities had this level of impact on your development as a teacher/school leader?

Examples of this could include (but are not limited to) development of your skills, knowledge and competencies, changes to your attitudes, beliefs and values, changes to your practice, organisational level changes within your school, improvements or lack of improvements in student outcomes.

50. Were the professional learning activities that you participated in evaluated by the facilitator? *

Choose only one option. Evaluation methods can include but are not limited to questionnaires, interviews, classroom observation etc.

○ Yes - all professional learning activities I participated in **were** evaluated

○ The majority of the professional learning activities I participated in **were** evaluated

○ The majority of the professional learning activities I participated in **were not** evaluated

○ No - all professional learning activities I participated in **were not** evaluated

○ I don't know whether the professional learning activities I participated in were evaluated or not

51a. Since September 2018, did you want to participate in more TPL than you actually did? *

○ Yes

○ No

51b. If yes, which of the following reasons explain what prevented you from participating in more TPL than you did? *

You can select multiple options.

○ Limited/no availability of activities which suited my professional learning needs

○ Limited/no employer support (e.g. lack of encouragement or inability to get approved time off work)

○ Limited/no time during school hours

- ◯ Limited/no time due to family responsibilities and/or other commitments

- ◯ Limited/no information provided surrounding professional learning courses and when they were on

- ◯ Professional learning activities were not available in a geographically accessible location

- ◯ It would have cost too much to travel to the location of the professional learning activity

- ◯ Suitable professional learning activities were held outside of school hours, and I did not believe that this was appropriate

- ◯ No personal interest in professional development

- ◯ Linguistic accessibility (e.g. not available through Irish)

- ◯ None of the above (i.e. nothing prevented me)

- ◯ [Other (Please specify)]

52a. Was there anything which prevented you from integrating what you learned at these TPL activities into your day-to-day practice as a teacher/school leader? *

- ◯ Yes
- ◯ No

52b. If yes, what prevented you from integrating what you had learned at professional learning activities into your day-to-day practice as a teacher/school leader? *

You can select multiple options.

- ☐ Limited/no resources

- ☐ Financial issues

- ☐ Limited/no time

- ☐ Limited/no support from school management

- ☐ Limited/no understanding of what I had learned during the TPL activity

- ☐ Lack of sustained support from TPL provider

☐ None of the above (i.e. nothing prevented me)

☐ Other (Please specify)

53. Thinking about your own role, what in your view works well in terms of TPL?

54. How in your view does TPL need to be changed/improved?

Your Understanding of Student Wellbeing

For the purpose of this survey :

Wellbeing can be defined as being present when <u>a person realises their potential</u>, is <u>resilient</u> in dealing with the normal stresses of their life, takes care of <u>physical wellbeing</u> and has <u>a sense of purpose, connection and belonging to a wider community</u>. Wellbeing occurs on a continuum, it is a fluid way of being and <u>needs nurturing throughout life</u>. Although the definition of wellbeing is based on individuals, the present study recognises that <u>wellbeing is in part determined by the person's environments and interpersonal relationships</u> within those environments.

55a. Has the introduction of the *Wellbeing Policy Statement and Framework for Practice* had an influence at a whole school level in your school? *

○ No, too soon to say

○ Yes, a lot of influence

○ Yes, some influence

○ Yes, a little influence

○ No, none

55b. If so, please describe how it has influenced whole school policy or practice:

56. Please describe how your school supports the physical and emotional/psychological wellbeing of its students:

Student Wellbeing in your School

This section includes further questions relating to your level of involvement in extra-curricular activities which relate to student wellbeing.

For the purpose of this survey:
Wellbeing can be defined as being present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of physical wellbeing and has a sense of purpose, connection and belonging to a wider community. Wellbeing occurs on a continuum, it is a fluid way of being and needs nurturing throughout life. Although the definition of wellbeing is based on individuals, the present study recognises that wellbeing is in part determined by the person's environments and interpersonal relationships within those environments.

57a. How would you classify your level of involvement in <u>extra-curricular</u> student wellbeing activities in your school? *

Exclude the teaching of curriculum relating to student wellbeing, i.e. exclude teaching in SPHE, CSPE, Physical Education, or Wellbeing.

Include, for example: organising wellbeing events such as class retreats; coaching of sports outside of PE class; holding a specific student wellbeing role (e.g. child protection, mental health promotion); or involvement in school evaluation relating to the area of student wellbeing.

○ Very involved

○ Somewhat involved

○ Not involved

57b. Please tell us why:

58a. Do you have any additional responsibilities for student wellbeing in your school? *

(e.g. promoted post, voluntary duties)

○ Yes

○ No

58b. If yes, please describe your additional responsibilities:

59. How many minutes did you spend on <u>extra-curricular</u> activities relating to student wellbeing during your most recent complete calendar week? *

Please make sure you give your answer in <u>minutes</u>. For example, 3 hours per week is 180 minutes (3 x 60 minutes).
If you have not spent any time on extra-curricular activities relating to student wellbeing in the last calendar week, enter '0'.

0 / 3

Your Needs in Relation to TPL in the Area of Student Wellbeing

60. Of the TPL that you have undertaken since September 2018, what percentage of it focused on student wellbeing? *

- ○ 0% (I did not participate in any TPL in the area of student wellbeing since September 2018)

- ○ up to 25%

- ○ 26-50%

- ○ 51-75%

- ○ More than 75%

61. Did the professional learning activities that you have participated in since September 2018 meet your learning needs, in the area of student wellbeing? *

- ○ Yes
- ○ No

- ○ N/A, I did not participate in any TPL in the area of student wellbeing since September 2018

62. Please indicate the extent of your professional learning needs in relation to the following areas of student wellbeing: *

Mark one choice in each row.

	No need at all	Low level of need	Moderate level of need	High level of need
Leadership support for principals	○	○	○	○
Whole school TPL to implement curriculum changes	○	○	○	○
Whole school TPL to implement policy changes	○	○	○	○
Child protection	○	○	○	○
Critical incident	○	○	○	○
SPHE curriculum	○	○	○	○

CSPE curriculum	○	○	○	○
Physical Education curriculum	○	○	○	○
Wellbeing at Junior Cycle	○	○	○	○
Social and emotional skills	○	○	○	○
Mental health	○	○	○	○
Student discipline and behaviour management	○	○	○	○
Teaching students with special learning needs	○	○	○	○
Including students with special needs in the wider school community	○	○	○	○
Developing positive relationships between parents and teachers/principals	○	○	○	○
Teaching in an inclusive manner in a diverse setting	○	○	○	○
Responsible use of digital technologies/cyber bullying	○	○	○	○

63. If you have any further wellbeing needs that have not been mentioned above, please outline you specific needs below: