Primary Teacher 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 150 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 20 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
- ☐ Class Teacher
- ☐ Special Class Teacher
- ☐ Special Education Teacher (Formerly Learning Support/Resource Teacher)
- ☐ Other (Please specify)

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

Mark one choice in each row.

	Happier	As happy	Less happy
Pupils	○	○	○
Teachers	○	○	○

5. What proportion of parents would approach you informally to discuss their child's progress? *

○ All or nearly all

○ More than half

○ Less than half

○ Only a few

Teacher Information

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

○ Full-time

○ Part-time

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

○ Permanent

○ Contract of Indefinite Duration

○ Fixed term (Whole-time)

○ Fixed term (Part-time)

○ Substitute

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

○ Before 1990

○ 1990-1999

○ 2000-2009

○ 2010-2015

○ 2016-2018

○ 2019

9. By the end of the current school year, how many years will you have been teaching? *

Exclude any long-term leave, career breaks etc.

○ 1 year, i.e. this is my first year teaching

○ 2-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ More than 20 years

10. 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

11. Which of the following best describes you? *

○ Male

○ Female

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

○ Prefer not to say

12. To which age group do you belong? *

○ Under 25

○ 25 - 29

○ 30 - 39

○ 40 - 49

○ 50 - 59

○ Over 60

13. Do you have any additional formal (certified) qualifications <u>relating to your work as a teacher</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)

14. Please answer the following questions about your role as a teacher: *

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?	○	○	○	○

Teacher Information

15. What class do you teach? *

You can select multiple options. If you teach a multi-grade class, tick all that apply.

- [ ] Junior Infants

- [ ] Senior Infants

- [ ] First Class

- [ ] Second Class

- [ ] Third Class

- [ ] Fourth Class

- [ ] Fifth Class

- [ ] Sixth Class

- [ ] Special Class

- [ ] Special Education Teacher (Formerly Learning Support/Resource Teacher)

16. During your most recent complete calendar week, how many minutes in total did you spend on (a) tasks related to pupil wellbeing and (b) teaching pupil 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 pupil wellbeing or teaching pupil 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 pupil 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> pupil wellbeing
Including but not limited to teaching SPHE and Physical Education. Include any teaching relating to pupil 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.

17. 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 pupils' outcomes	○	○	○	○	○	○

18. 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, questions 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

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

20. 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.)	○	○	○	○	○
Reading academic journals/papers/reports	○	○	○	○	○
Learning through practice	○	○	○	○	○

21. 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	○	○	○	○	○

22a. 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	○	○	○	○
Pupil learning outcomes	○	○	○	○
Value for money	○	○	○	○
Relevance to classroom practice	○	○	○	○
Alignment to the curriculum	○	○	○	○

22b. Is there any other criteria which you find useful when evaluating the impact of TPL?

[   ]

23. 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	○	○	○	○
Pupil learning outcome measures	○	○	○	○
Interviews with pupils/pupil questionnaires	○	○	○	○
Collection of documentary evidence (minutes/planning materials)	○	○	○	○
Follow up emails from the service provider	○	○	○	○

24a. 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.

[   ]

24b. How did this TPL impact on your own professional practice? How did you know it had an impact?

24c. How did this TPL impact on the outcomes of your pupils? How did you know it had an impact?

24d. 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.

25. 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)

26. 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
Over the summer holidays	◯	◯	◯	◯	◯	◯	◯
At other times of the year	◯	◯	◯	◯	◯	◯	◯

27. 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) 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

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

◯ Yes

◯ No

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

29. 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

30. 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)

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

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	○	○	○	○	○

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

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 pupil outcomes.

33. 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

34a. Since September 2018, did you want to participate in more TPL than you actually did? *

○ Yes

○ No

34b. 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)

35a. Was there anything which prevented you from integrating what you learned at these TPL activities into your day-to-day practice as a teacher? *

○ Yes

○ No

35b. If yes, what prevented you from integrating what you had learned at professional learning activities into your day-to-day practice as a teacher? *

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)

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

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

Your Understanding of Pupil 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.

38a. Has the introduction of the *Wellbeing Policy Statement and Framework for Practice* had an influence on your role as a teacher? *

○ No, too soon to say

○ Yes, a lot of influence

○ Yes, some influence

○ Yes, a little influence

○ No, none

38b. If so, please describe how it has influenced your role as a teacher:

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

Pupil Wellbeing in your School

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

40a. How would you classify your level of involvement in <u>extra-curricular</u> student wellbeing activities in your school? *

<u>Exclude</u> the teaching of curriculum relating to pupil wellbeing, i.e. exclude teaching in SPHE and Physical Education.

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

- ( ) Very involved

- ( ) Somewhat involved

- ( ) Not involved

40b. Please tell us why:

[ ]

41a. Do you have any additional responsibilities for pupil wellbeing in your school? *

(e.g. promoted post, voluntary duties)

- ( ) Yes   - ( ) No

41b. If yes, please describe your additional responsibilities:

[ ]

42. How many minutes did you spend on <u>extra-curricular</u> activities relating to pupil 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 Pupil Wellbeing

43. Of the TPL that you have undertaken since September 2018, what percentage of it focused on pupil 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%

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

○ Yes

○ No

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

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

Mark one choice in each row.

	No need at all	Low level of need	Moderate level of need	High level of need
Whole school TPL to implement curriculum changes	○	○	○	○
Whole school TPL to implement policy changes	○	○	○	○
Child protection	○	○	○	○
Critical incident	○	○	○	○
SPHE curriculum	○	○	○	○
Physical Education curriculum	○	○	○	○

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 ⃝ ⃝ ⃝ ⃝

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