

National Assessments of English Reading and Mathematics (2014)

Questionnaire for Teachers of 6th Class

When you have completed this questionnaire, please place it in the envelope provided. Seal the envelope and give it to the co-ordinator for the National Assessments study in your school.

The envelope will be sent **unopened** to the Educational Research Centre. All questionnaire responses are totally confidential. Names of schools and any other identification information are deleted *before* analysis, in line with the Centre's policy on database management.

Please note that the focus of the Teacher Questionnaire at Second class is on English reading, and at Sixth class, on mathematics.

An online version of this questionnaire is available. Please refer to the cover letter you received from the ERC.



Background Information

1. Are you..... Male Female
₁ ₂

2. Is your teaching post Permanent Temporary Substitute
₁ ₂ ₃

3. By the end of the current school year, how many years will you have been teaching? *Exclude career breaks, etc.*

4. When did you complete your initial teacher education? Year: _____

5. Do you have any additional qualifications relating to your work as a teacher?

Tick all that apply.

Cert/Diploma	M.Ed	M.A.(Ed)	Ph.D/Ed.D
<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Other (*please specify*): _____

6. At the moment, what classes do you teach?

If you teach a multi-grade class, tick all that apply.

<i>J. Infants</i>	<i>S. Infants</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

7. Including all class levels, how many pupils do you currently teach? *pupils*

8. Including only Sixth class, how many pupils do you currently teach? *pupils*

9. Do you have additional responsibility for English or mathematics in your school (e.g., promoted post)? Yes No

a) English ₁ ₂

b) Mathematics ₁ ₂

10a. Did you study *mathematical education* as part of your initial teacher education? Yes ₁ No ₂

10b. Did you study *maths* as a subject in a degree course (or equivalent)? Yes ₁ No ₂

11. Not counting undergraduate or postgraduate courses, approximately how many hours did you spend on the following forms of continuing professional development (CPD) in the last two years, whether individually or in a group?

	No. of hours	
	<i>Regular School Year</i>	<i>Summer</i>
a) Attendance at external CPD courses on the teaching of mathematics		
b) Participation in in-school CPD activities related to the teaching of mathematics (e.g., planning activities).....		
c) Online CPD in mathematics.....		
d) Other forms of CPD in mathematics.....		

If 'other forms', please specify: _____

Teaching Mathematics

Please answer the remaining questions with reference to 6th class pupils only.

12. On average, how many minutes per week do you allocate to teaching mathematics to pupils in Sixth class?

*Please make sure to give your answer in minutes. For example, if you allocate one hour per day to the teaching of mathematics in the maths class, provide 300 minutes (5*60) as your answer.*

In the maths class

--

minutes per week

In other subject areas

--

minutes per week

(cross-curricular)

13. In your view, is the amount of time you allocate to teaching maths sufficient in terms of teaching the mathematics curriculum? *(Select one only)*

It is more than sufficient..... ₁

It is about right..... ₂

It is insufficient..... ₃

14. How often are the following used in your 6th class mathematics lessons?

	<i>Most or all lessons</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Rarely or never</i>
a) Manipulatives (e.g., tangrams)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Mathematical diagrams (models).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Mathematics games.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Table books.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Textbooks.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) ICTs / digital resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Workbooks / worksheets.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Real-life materials (e.g., timetables, weights).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calculators.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

15. How often are calculators used for the following purposes in your 6th class mathematics lessons?

	<i>Most or all lessons</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Rarely or never</i>
a) Routine calculations.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Checking answers.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Developing estimation skills.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Developing number concepts (e.g., number sequences).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. How often do you organise your mathematics lessons in the following ways?

Consider only 6th class, even if you teach in a multi-grade classroom.

	<i>Most lessons</i>	<i>Some lessons</i>	<i>Rarely or never</i>
a) Whole class teaching.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Small group work – similar ability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Small group work – mixed ability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Small group work – working in pairs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Individual (independent) work.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Team teaching with a class teacher.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Team teaching with a support teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

17. If you teach a multi-grade class (e.g., combined 5th/6th), do you group 6th class pupils with pupils from other class levels for mathematics?

Always *Sometimes* *Never* *Not applicable*
₁ ₂ ₃ ₇

18. How confident do you feel doing each of the following?

	<i>Very Confident</i>	<i>Somewhat confident</i>	<i>Not confident</i>
a) Extending the mathematical understanding of higher-achieving pupils	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Working with children who have learning difficulties in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Teaching numeracy across the curriculum.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Using ICTs to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Setting targets to improve performance in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Identifying pupils' learning difficulties in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Encouraging children to talk about their mathematical thinking.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Teaching mathematical language.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Teaching children to reason mathematically and to solve problems.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

19. Below is a list of *non-standardised* assessment methods and tools. How often do you assess your pupils' progress in mathematics, using these methods and tools?

	<i>At least weekly</i>	<i>At least monthly</i>	<i>Once a term</i>	<i>Once or twice a year</i>	<i>Never</i>
a) Teacher-designed tests.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-designed checklists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Documented observations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Published progress tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Self-assessment by children.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Diagnostic mathematics tests.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Portfolios	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Reflective journals.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Error analysis.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Computer-based tests.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

20. For each of the following initiatives, please indicate the frequency with which you implement it in your classroom, if at all.

	<i>At least weekly</i>	<i>At least monthly</i>	<i>Once a term</i>	<i>Once or twice a year</i>	<i>Never</i>
a) Maths Recovery	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Ready, Steady, Go Maths	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) JUMP Maths	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Maths for FUN.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Paired Maths	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

If 'Other', please specify: _____

21. Please indicate your agreement with the following statements on the learning of mathematics.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) When pupils can't solve problems, it's usually because they can't remember the right formula or rule.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) If primary school pupils use calculators, they won't learn the maths they need to know.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) In learning maths, pupils must master topics and skills at one level before going on.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Maths is a subject in which natural ability matters a lot more than effort.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Because older children can reason abstractly, the use of models and other visual aids becomes less necessary as pupils progress through primary school.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) If pupils get into arguments about ideas or procedures in maths class, it can impede their learning of maths.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Many pupils who struggle with word problems cannot read the problems, but know the underlying mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

22. Please indicate your agreement with the following statements on strategies for teaching mathematics.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) To do well, pupils must learn facts, principles and formulas in maths.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) The range of ability in most classes makes whole class teaching in maths virtually impossible.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) The most important issue is <u>not</u> whether the answer to any maths problem is correct, but whether pupils can explain their answers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Teachers should follow the maths textbook that is used in their school.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Teachers should not necessarily answer students' questions but should let them puzzle things out themselves.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

23. During this academic year, how often will your 6th class pupils have been assessed using a group-administered standardised mathematics test?

Do NOT include the test to be taken for this study.

<i>Once</i>	<i>Twice</i>	<i>At least three times</i>	<i>Not assessed</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

24. Please select the statement below which best applies to you, in relation to the setting of *specific* and *measurable* targets to improve performance in mathematics:

- a) I set class-level targets based on school-level targets..... ₁
- b) I set class-level targets independent of school-level targets..... ₂
- c) I do not set class-level targets..... ₃

25. If you set *specific* and *measurable* class-level targets for performance in mathematics for pupils in 6th class for the current school year, please give examples of those targets. If class-level targets are the same as school-level targets, please provide the relevant school-level target.

1. _____
2. _____
3. _____

26. If you set targets for mathematics, please indicate the extent to which each of the following has impacted on the targets you have set for pupils in your Sixth class.

<i>Mark one box in each row.</i>	<i>To a great extent</i>	<i>To some extent</i>	<i>To a small extent</i>	<i>Not at all</i>
a) National targets in the National Strategy to Improve Literacy/Numeracy 2011-20	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) School-level targets to improve numeracy (e.g., as part of School Improvement / Development Plan).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Assessed needs of pupils in your class.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. Consider your continuing professional development (CPD) needs in relation to mathematics for 6th class. Write your own priority topics for CPD below.

Rank order so that 1 is the area or topic on which you would most like CPD. Include up to three topics.

1. _____
2. _____
3. _____

28. Please indicate your agreement with the following statements, relating to CPD:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>
a) I would benefit from external CPD in the teaching of mathematics, provided face-to-face	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) I would benefit from taking online courses on the teaching of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) All my CPD needs can be met at school level (e.g., through school planning meetings).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) I would benefit from taking a course to improve my understanding of the mathematics that I teach.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Resources and Support

- 29. Do you have access to the following in your classroom?**
- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Computers/computing devices (for pupils' use)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) An interactive whiteboard | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) A digital projector (linked to a computer)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Digital camera/video camera..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Broadband Internet | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

- 30. Do you have access to the following in a central computer room?**
- | | Yes | No | N/A
(no CC room) |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) An interactive whiteboard | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |
| b) A digital projector (linked to a computer)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |
| c) Electronic books (e-books) for pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |
| d) Digital camera/video camera..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |

- 31. How often are the following used in your 6th class mathematics lessons?**

- | | <i>Most or all
lessons</i> | <i>Once or twice
a week</i> | <i>Once or twice
a month</i> | <i>Rarely or
never</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Computers/computing devices by the teacher | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Computers/computing devices by the pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Interactive whiteboard..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Digital projector | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Digital camera/video recorder... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) Software to teach maths..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Internet to plan maths lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| h) Internet to teach maths lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

32. Which options below describe how specific pupils receive support from the learning support/special education team for mathematics?

Tick all that apply.

- a) In-class support..... ₁
- b) Withdrawal from class – in a group ₁
- c) Withdrawal from class – individually ₁
- d) No additional support provided..... ₁

33. To what extent is there cohesion between pupils’ class programmes and learning support / resource programmes in mathematics?

- | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <i>A great extent</i> | <i>Some extent</i> | <i>Very little</i> | <i>Not at all</i> | <i>Not known</i> |
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

34. Please use the space below if you wish to add comments about the teaching or assessment of mathematics.

Thank you for completing the questionnaire.