

Special 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 30 special 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.

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 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 total 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. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a lot of help and support from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are open to new developments and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are eager to take part in professional learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Mark one choice in each row.

Pupils, in general:

	All or nearly all	More than half	Less than half	Only a few	None or hardly any
Enjoy being at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well-behaved in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show respect for their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are rewarding to work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well-behaved on the playground/yard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 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
Pupil disengagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggression and bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship difficulties among pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of shared understanding between family and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitions from primary to post-primary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of availability of housing (resulting in, for example, intergenerational co-habiting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug and/or alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-social behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft and petty crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organised crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other meetings organised by the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 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

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

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

Number of pupils

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

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

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

Pupils living in direct provision accommodation

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

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

*Please count each pupil in one 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 pupils

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*)

15. Is your school registered to offer *Droichead* as a route to teacher induction? *

Yes

No

Principal Information

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

Full-time

Part-time

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

Permanent

Contract of Indefinite Duration

Fixed term (Whole-time)

Fixed term (Part-time)

Substitute

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

Before 1990

1990-1999

2000-2009

2010-2015

2016-2018

2019

19. 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

20. 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

21. 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

22. Which of the following best describes you? *

Male

Female

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

Prefer not to say

23. To which age group do you belong? *

Under 25

25 - 29

30 - 39

40 - 49

50 - 59

Over 60

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

Tick all that apply.

Cert/Diploma

M.Ed.

M.Sc.(Ed.)

M.A.(Ed.)

<input type="checkbox"/> Ph.D./Ed.D.
<input type="checkbox"/> No, I do not
<input type="checkbox"/> Other (Please specify)

25. 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How stressful is your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How supported do you feel in your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Information

26. Do you currently teach at your school? *

Yes

No

27. What age groups do you currently teach? *

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

4-8 years

9-12 years

13-15 years

16-18 years

28. What 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 Studies (Accounting, Business Studies, Economics)

Computer Science

Artistic Subjects (Music, Art, Visual Art)

Other (Please specify)

29. Do you teach one or more of the following subjects with a particular focus on wellbeing? *

Tick all that apply.

SPHE

CSPE

Physical Education

Wellbeing (i.e. timetables curricular learning experiences in the Wellbeing programme)

No - I do not teach any of these subjects

30. 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 minutes. 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.

Teaching pupil wellbeing

Including but not limited to teaching SPHE and Physical Education. 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.

31. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I did not have to, I would not attend professional learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities are worth the time they take	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been enriched by the professional learning activities in which I have participated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities have not had much impact on my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities have not had much impact on my teaching or professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning activities have not had much impact on my pupils' outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Please select up to five 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 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

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

34. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events - Presentations by facilitators, question and answer sessions, and/or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events - Single day lectures or seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events - Conferences and/or showcases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Single day workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Series of workshops over multiple days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Evening workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Residential workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - In-school colleague-led workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Team teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Mentoring/coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Professional learning communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Lesson study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking - Informal networking with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Networking - Formal networking with colleagues, (e.g. clustering)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research (e.g. action research project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading academic journals/papers/reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning through practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. How effective are the following forms of TPL in informing your attitudes, values, and practice? *

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events - Presentations by facilitators, question and answer sessions, and/or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events - Single day lectures or seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events - Conferences and/or showcases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Single day workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Series of workshops over multiple days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Evening workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - Residential workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops - In-school colleague-led workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Team teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Mentoring/coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others - Professional learning communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working with others - Lesson study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking - Informal networking with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking - Formal networking with colleagues, (e.g. clustering)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research (e.g. action research project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources online (e.g. webinars, e-zines, blogs, Twitter, Instagram etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading academic journals/papers/reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning through practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36a. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant views, attitudes, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant knowledge, skills, and competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in participant practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes at whole school level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value for money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to classroom practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment to the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36b. Is there any other criteria which you find useful when evaluating the impact of TPL?

37. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective learning logs and journals completed by participants (<i>either online or paper</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observation of participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil learning outcome measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviews with pupils/pupil questionnaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection of documentary evidence (minutes/planning materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up emails from the service provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38a. 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.

38b. How did this TPL impact on your own professional practice? How did you know it had an impact?

38c. How did this TPL impact on the outcomes of your pupils? How did you know it had an impact?

38d. 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.

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

Changes to curriculum	➤	1.
Changes to policy		
Developing and promoting teacher knowledge and skills		
Perceived needs of pupils		
Identified school need		

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

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

41. What factors determine decisions on TPL participation? *

You can select multiple options.

<input type="checkbox"/> Changes to curriculum
<input type="checkbox"/> Changes to policy
<input type="checkbox"/> Teachers who had fewer TPL opportunities
<input type="checkbox"/> Development and promotion of teacher knowledge and skills
<input type="checkbox"/> Cost
<input type="checkbox"/> 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)

42. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At other times of the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. 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 during regular work hours? *

Yes

No

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

44. For the TPL that took place during 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

45. 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

46. 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)

47. 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External lecture or seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-school support (e.g. support from a PDST facilitator, NEPS psychologist, or NCSE advisor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School based workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online course (e.g. approved online summer course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring/coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research (e.g. an action research project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal networking with colleagues (e.g. clustering)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



48. 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 pupil outcomes.

49. 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

50a. Since September 2018, did you want to participate in more TPL than you actually did? *

Yes

No

50b. 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)

51a. 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

51b. 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)

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

53. 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 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.

54a. 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

54b. If so, please describe how it has influenced whole school policy or practice:

55. 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 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.

56a. How would you classify your level of involvement in extra-curricular student wellbeing activities in your school? *

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

Include, for example: organising wellbeing events such as class retreats; coaching of sports outside of PE class; holding a specific pupil wellbeing 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

56b. Please tell us why:

57a. Do you have any additional responsibilities for pupil wellbeing in your school? *

(e.g. promoted post, voluntary duties)

Yes

No

57b. If yes, please describe your additional responsibilities:

58. How many minutes did you spend on extra-curricular activities relating to pupil wellbeing during your most recent complete calendar week? *

Please make sure you give your answer in minutes. 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'.

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

59. 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%

60. 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

61. 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
Leadership support for principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole school TPL to implement curriculum changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole school TPL to implement policy changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPHE curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Education curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and emotional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student discipline and behaviour management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including students with special needs in the wider school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing positive relationships between parents and teachers/principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in an inclusive manner in a diverse setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible use of digital technologies/cyber bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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