



TEACHERS' SURVEY TOOL

Target group: Teachers

School Name: _____

Subjects Taught: _____

Classes Taught: _____ Date: _____

Sex (Male/Female): _____ Age (in completed years): _____

Introduction

Good morning/afternoon Sir/Madam. Luigi Giussani Institute of Higher Education (LGIHE) is carrying out a study on teaching and learning in this school so as to establish baseline/benchmark information to provide inputs into the development of school specific activities and strategies for the project that is intended to be implemented in your school for the period 2018-2020.

You have been selected to take part in this study and therefore your participation is highly appreciated. All the information that you will provide is extremely confidential and will be used only by LGIHE to improve the quality of education in this school. This exercise is intended to take about 25-30 minutes.

Thank you very much!

This tool consists of 3 sections.

- ☐ **Section A** contains 5 domains for school leadership and management that you are required to complete about your school leaders.
- ☐ **Section B** contains questions on Human Flourishing; and Core Self-Evaluation Modules. Kindly provide answers based on your personal experiences or practice.
- ☐ **Section C** contains items on factors that hinder teaching and learning in the school.

Do you agree to proceed with this survey? *(If no, then stop here!)*

Yes ☐ No ☐

SECTION A: SCHOOL LEADERSHIP AND MANAGEMENT					
State the extent to which these statements describe your school leaders (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree). Please circle your opinion					
DOMAIN 1: LEADING LEARNING AND TEACHING					
1.	Our school leaders encourage teachers to develop innovative practices.	1	2	3	4
2.	Our school leader encourages teachers to share innovative practices that have shown success in improving learning outcomes.	1	2	3	4
3.	Our school leaders ensure the regular and effective monitoring of the academic progress of the students.	1	2	3	4
4.	Our school leaders ensure social development of each student with the aim of enabling them realise their full potential.	1	2	3	4
5.	Our school leaders facilitate teachers to critically analyse or evaluate their own practice.	1	2	3	4
6.	Our school leaders promote a culture of collaborative review of teaching and learning practices and outcomes.	1	2	3	4
7.	Our school leaders meet teachers every term to discuss and evaluate their work.	1	2	3	4
8.	Our school leaders ensure that teachers who are experiencing difficulties are supported effectively.	1	2	3	4
DOMAIN 2: LEADING SCHOOL DEVELOPMENT					
9.	Our school leaders help us understand the school mission and vision.	1	2	3	4
10.	Our school leaders clearly communicate the vision to all the teachers and other stakeholders in a way that empowers the whole school community to translate the vision into action.	1	2	3	4
11.	Our school leaders set high expectations of students, staff and other stakeholders about the school.	1	2	3	4
12.	Our school leaders recognise that a crucial part of their role is to lead and manage action planning for improvement of the school.	1	2	3	4
13.	Our school leaders build and maintains very constructive relationships with parents, all school partners and the wider school community.	1	2	3	4
14.	Our school leaders encourage open communication and free expression of views.	1	2	3	4
15.	Our school leaders provide staff, students and parents with appropriate opportunities to offer their views and opinions.	1	2	3	4
16.	Our school leaders communicate very clearly the procedures for dealing with conflict management and resolution.	1	2	3	4
17.	Our school leaders are aware of the school's changing needs, and seeks to respond to them.	1	2	3	4
DOMAIN 3: BUILDING CULTURE, CAPACITY AND TEAMS					
18.	Our school leaders lead the school community to continuously strive for excellence by setting high expectations for students.	1	2	3	4
19.	Our school leaders collaborate to foster collaboration among colleagues.	1	2	3	4
20.	Our school leaders welcome and celebrates individual and collective contributions and achievements.	1	2	3	4
21.	Our school leaders understand the importance of leadership and management for learning within the school.	1	2	3	4
22.	Our school leaders empower teachers to take on leadership roles and to lead learning.	1	2	3	4
23.	Our school leaders encourage teamwork in all aspects of school life.	1	2	3	4
24.	Our school leaders ensure that the student council is a democratically elected body who represent the whole student population.	1	2	3	4

SECTION A: SCHOOL LEADERSHIP AND MANAGEMENT					
State the extent to which these statements describe your school leaders (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree). Please circle your opinion					
25.	Our school leaders ensure that the student council is included in the decision-making processes.	1	2	3	4
26.	Our school leaders support students in their leadership roles by providing relevant training and opportunities to lead school practices.	1	2	3	4
DOMAIN 4: PROFESSIONAL GROWTH AND DEVELOPMENT					
27.	Our school leaders actively maintain their leadership and management skills.	1	2	3	4
28.	Our school leaders respond well to pressing responsibilities and demands.	1	2	3	4
29.	Our school leaders delegate responsibilities appropriately.	1	2	3	4
30.	Our school leaders ensure that systems and structures are in place to meet the priority needs of the school.	1	2	3	4
31.	Our school leaders regularly conduct the school's self-evaluation.	1	2	3	4
32.	Our school leaders actively involve themselves in professional associations for school leaders and managers.	1	2	3	4
33.	Our school leaders support the professional development of teachers in the school.	1	2	3	4
DOMAIN 5: ORGANISATIONAL MANAGEMENT					
34.	Our school leaders effectively lead and manages human resources in the school.	1	2	3	4
35.	Our school leaders effectively lead and manages the physical resources and organisational structures.	1	2	3	4
36.	Our school leaders promote the practice of the school core values by all the staff and students.	1	2	3	4
37.	Our school leaders carry out their duties in a professional manner and in accordance with the values of the school.	1	2	3	4
38.	Our school leaders maintain a conducive atmosphere for staff well-being in the school.	1	2	3	4
39.	Our school leaders encourage the development of communities of practice within the school that foster management and leadership skills.	1	2	3	4

SECTION B: HUMAN FLOURISHING AND CORE SELF-EVALUATION MODULES					
Please indicate the extent to which you agree or disagree with the following statements. (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree). Please circle your opinion.					
DOMAIN 1: HUMAN FLOURISHING					
40.	I am engaged and interested in my daily activities.	1	2	3	4
41.	I feel I lead a purposeful and meaningful life.	1	2	3	4
42.	I am competent and capable in the activities that are important to me.	1	2	3	4
43.	I am optimistic about the future.	1	2	3	4
44.	My social relationships are supportive and rewarding.	1	2	3	4
45.	People respect me.	1	2	3	4
DOMAIN 2: CORE SELF-EVALUATION					
46.	When I try, I generally succeed.	1	2	3	4
47.	I do not feel in control of my success in my career.	1	2	3	4
48.	Sometimes I feel depressed.	1	2	3	4
49.	I usually get the success I deserve in life.	1	2	3	4
50.	Sometimes when I fail, I feel worthless.	1	2	3	4
51.	Sometimes, I do not feel in control of my work.	1	2	3	4
52.	I determine what will happen in my life.	1	2	3	4

SECTION C: FACTORS HINDERING TEACHING AND LEARNING IN THE SCHOOL				
53.	In this school, to what extent is teaching and learning hindered by the following factors? Please write the number that correspond to your opinion in the “ codes ” column (1=Not at all; 2=To some extent; 3=To a greater extent)			
	By teachers in this school:	Codes	By students in this school:	Codes
53.1.	Arriving late at school		53.2.	Arriving late at school
53.3.	Absenteeism		53.4.	Absenteeism
53.5.	Lack of creativity in teaching		53.6.	Classroom disturbance
53.7.	Indiscipline		53.8.	Indiscipline
53.9.	Drug and substance abuse		53.10.	Drug and substance abuse
53.11.	Lack of pedagogical preparation		53.12.	Lack of parental support
53.13.	Limited teacher qualification			
53.14.	Lack of teacher motivation		Economic factors	
53.15.	Teacher-student relationship		53.16.	Poor feeding at school
53.17.	Administration-teacher relationship		53.18.	Teacher payments
			53.19.	School fees payments
			53.20.	Welfare of the teachers
	(1=Not at all; 2=To some extent; 3=To a greater extent)			
	Environmental and Administrative		Environmental and Administrative	
53.21.	Classroom disposition		53.22.	Lack of school policies
53.23.	Neighbourhood (noise, crowded, etc.)		53.24.	Inadequacy of instructional materials
53.25.	Limited space for co-curricular activities		53.26.	Lack of school rules and regulations
53.27.	Location of the school		53.28.	High student-teacher ratio
53.29.	Classification of students according to performance abilities			
53.30.	Please specify here other factors that hinder teaching and learning in this school:			
54.	Do you set your own exams? What about other teachers? Why/why not?			

55.	What kind of assessments do you usually give to your students?			

56.	How do you make use of the assessment results (after marking) to better your students? Do you analyse these results?			

57.	Have you had any training in assessment and examination? _____			
58.	Is there anything else you would like to tell us that we haven't asked about regarding the leadership and management of this school?			

