

Appendix A: Key Competencies NZCER Teacher Questionnaire 2006

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What is this questionnaire about?

This questionnaire is part of a project being undertaken by your school and the New Zealand Council for Educational Research (NZCER) about the way your school is incorporating the new Key Competencies framework into teaching and learning. These Key Competencies are:

- Managing self
- Relating to others
- Participating and contributing
- Thinking
- Using language, symbols, and texts

In this questionnaire are questions about teaching practices associated with the Key Competencies, and questions about school culture and environment and managing change.

Your views and comments are **very** important to this research. Your responses are confidential. This questionnaire should take you about 20–25 minutes. A summary of the results will be presented to your school.

How do I fill in the questionnaire?

Please fill out this questionnaire by circling the numbers that apply to you, by filling in the circle that best shows your answer, or by writing in the spaces provided. Thank you.

If you are using a pen and want to change your answer, please put a cross through the answer you want to change, like this (✕), and select another answer.

Once you have completed the questionnaire please place it in the envelope provided and return it to NZCER.

Thank you very much for your time.

Section A: The Key Competencies

The 5 tables below describe some teaching practices that are associated with each Key Competency. For each statement circle one number to indicate:

(A) How important you consider each of these practices to be; and

(B) How often these practices occur in your classes.

	(A) How important is this practice?					(B) How often does this occur in your classes?			
	Very important 1	Important 2	Neutral 3	Not important 4	Not at all important 5	Very often 1	Often 2	Sometimes 3	Hardly ever 4
1) Managing self									
a) Students are given choices in learning activities or contexts.	1	2	3	4	5	1	2	3	4
b) Students set their own learning goals.	1	2	3	4	5	1	2	3	4
c) Students plan how they will work, and organise their time.	1	2	3	4	5	1	2	3	4
d) Teachers spend time helping students to learn.	1	2	3	4	5	1	2	3	4
e) Teachers spend time telling students how to behave.	1	2	3	4	5	1	2	3	4
f) Students are supported to assess their own work and think about what they can improve.	1	2	3	4	5	1	2	3	4
g) Students take part in discussions about meta-cognition and how they learn.	1	2	3	4	5	1	2	3	4
h) Individual students are given time to think or talk about how they have learnt something.	1	2	3	4	5	1	2	3	4
i) Students are supported to assess their peers' work and give feedback.	1	2	3	4	5	1	2	3	4
j) Teachers give students feedback about their strengths.	1	2	3	4	5	1	2	3	4
k) Teachers give students feedback about areas for improvement, and assist students to work out their next learning steps.	1	2	3	4	5	1	2	3	4
l) Teachers give students all the help they need with their learning.	1	2	3	4	5	1	2	3	4
m) Teachers help students feel confident about learning.	1	2	3	4	5	1	2	3	4
n) Teachers have high expectations for all students.	1	2	3	4	5	1	2	3	4

2) Relating to others	(A) How important is this practice?					(B) How often does this occur in your classes?			
	Very important –	Important –	Neutral –	Not important –	Not at all important –	Very often –	Often –	Sometimes –	Hardly ever –
a) Students are given time to talk about their views with other students.	1	2	3	4	5	1	2	3	4
b) Students complete activities in collaborative groups.	1	2	3	4	5	1	2	3	4
c) All students are given opportunities to lead group or class activities.	1	2	3	4	5	1	2	3	4
d) Students are taught ways to manage group dynamics.	1	2	3	4	5	1	2	3	4
e) Teachers help students to understand each other, and the ways different people learn.	1	2	3	4	5	1	2	3	4
f) Students are encouraged to respect and help each other.	1	2	3	4	5	1	2	3	4
g) Students and teachers are encouraged to respect and help each other.	1	2	3	4	5	1	2	3	4
h) Teachers model the behaviours, skills, and attitudes they would like students to develop.	1	2	3	4	5	1	2	3	4
i) Teachers encourage students to take responsibility for their actions.	1	2	3	4	5	1	2	3	4
j) Students are taught about the different ways people communicate (eg the way people make eye contact).	1	2	3	4	5	1	2	3	4
k) Students are taught about how best to communicate in different situations (eg when they are with friends, or when they go on a trip).	1	2	3	4	5	1	2	3	4

3) Participating and contributing	(A) How important is this practice?					(B) How often does this occur in your classes?			
	Very important –	Important –	Neutral –	Not important –	Not at all important –	Very often –	Often –	Sometimes –	Hardly ever –
a) Students are given opportunities to learn about things they are interested in.	1	2	3	4	5	1	2	3	4
b) Students' existing knowledge and experiences are used in teaching.	1	2	3	4	5	1	2	3	4
c) Students are supported to feel safe asking questions.	1	2	3	4	5	1	2	3	4
d) Students have the opportunity to learn about different values and ways of doing things.	1	2	3	4	5	1	2	3	4
e) Students are given time to explore and clarify their own values.	1	2	3	4	5	1	2	3	4
f) Students are supported to feel safe when giving views that are different from other students.	1	2	3	4	5	1	2	3	4
g) All student groups are actively supported to join in lessons (eg boys and girls, or people from different cultures or friendship groups).	1	2	3	4	5	1	2	3	4
h) Classroom contexts include Māori points of view and ways of doing things.	1	2	3	4	5	1	2	3	4
i) Classroom contexts include Pacific peoples' points of view and ways of doing things.	1	2	3	4	5	1	2	3	4
j) Teachers plan for students to learn outside the classroom (eg on LEOTC trips).	1	2	3	4	5	1	2	3	4
k) Learning activities enable students to participate in a range of social and cultural settings (eg with students from other schools, on a marae, or with scientists).	1	2	3	4	5	1	2	3	4
l) Authentic contexts are used for learning activities (eg organising a school event or recycling or gardening projects).	1	2	3	4	5	1	2	3	4
m) Teachers support students to take action on issues of concern to themselves (eg students decide what healthy food options are for sale at school, or raise money to help people).	1	2	3	4	5	1	2	3	4

4) Thinking	(A) How important is this practice?					(B) How often does this occur in your classes?			
	Very important –	Important –	Neutral –	Not important –	Not at all important –	Very often –	Often –	Sometimes –	Hardly ever –
a) Students are encouraged to be curious and try out new ideas.	1	2	3	4	5	1	2	3	4
b) Students have the opportunity to make mistakes, and learn from them, without penalty.	1	2	3	4	5	1	2	3	4
c) Students have the opportunity to identify and discuss new ideas and problems, and don't just learn "facts".	1	2	3	4	5	1	2	3	4
d) Students have the opportunity to analyse or redefine new ideas or problems.	1	2	3	4	5	1	2	3	4
e) Students have the opportunity to explore the range of possible solutions to problems.	1	2	3	4	5	1	2	3	4
f) Students are encouraged to adapt their existing skills and knowledge to use in new situations.	1	2	3	4	5	1	2	3	4
g) Students work in cross-curricula contexts and use ideas and skills from different subjects to solve problems.	1	2	3	4	5	1	2	3	4
h) Students are encouraged to persevere and experiment with different solutions.	1	2	3	4	5	1	2	3	4

5) Using language, symbols, and texts	(A) How important is this practice?					(B) How often does this occur in your classes?			
	Very important –	Important –	Neutral –	Not important –	Not at all important –	Very often –	Often –	Sometimes –	Hardly ever –
a) Students have the opportunity to learn about the language of different subjects areas (eg science or maths language and symbols).	1	2	3	4	5	1	2	3	4
b) Students have the opportunity to learn about the conventions of different subjects (eg how doing science research is different from doing research about your family).	1	2	3	4	5	1	2	3	4
c) Students learn about and gather information from a range of sources (eg people, the Internet, books, or surveys).	1	2	3	4	5	1	2	3	4
d) Students are taught how to pick information sources that are reliable.	1	2	3	4	5	1	2	3	4
e) Knowledge and texts are presented to students as having different interpretations rather than as given “facts”.	1	2	3	4	5	1	2	3	4
f) Students have the opportunity to use different tools to organise and summarise information (eg mindmaps or graphic organisers).	1	2	3	4	5	1	2	3	4
g) Students are taught how to analyse different types of information to look for patterns and trends.	1	2	3	4	5	1	2	3	4
h) Students are encouraged to synthesise information and create new knowledge and ideas.	1	2	3	4	5	1	2	3	4
i) Students are taught how to present ideas differently to different audiences (eg by using speeches, posters, or Powerpoint).	1	2	3	4	5	1	2	3	4

Section B: School environment and culture

6) This section of the survey asks some general questions about your school culture and environment, and how new initiatives are managed. Please answer these questions by circling one number for each statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Implementation of new initiatives					
a) Information about most new initiatives and the changes they will cause are clearly communicated to me.	1	2	3	4	5
b) I am confident that most new initiatives will make a difference to teaching and learning.	1	2	3	4	5
c) I have the flexibility to try out new ideas related to most new initiatives.	1	2	3	4	5
d) I have enough release time to plan and implement changes related to most new initiatives.	1	2	3	4	5
e) I have enough access to professional development to support most new initiatives.	1	2	3	4	5
f) I have enough access to other staff who can support me in developing most new initiatives.	1	2	3	4	5
g) I have enough access to resources to support most new initiatives (eg ICT resources.)	1	2	3	4	5
Leadership and vision					
h) There is effective communication and respect between school leaders and teachers.	1	2	3	4	5
i) The school leaders motivate, inspire, and create confidence among others.	1	2	3	4	5
j) This school provides opportunities for different staff members to be leaders.	1	2	3	4	5
k) All staff are involved in setting the direction of new initiatives.	1	2	3	4	5
l) School leaders plan for the implementation and monitoring of most new initiatives.	1	2	3	4	5
m) School leaders take action to deal with issues and challenges that arise with most new initiatives.	1	2	3	4	5
n) The primary concern of everyone in this school is student learning.	1	2	3	4	5
o) Most teachers at this school share similar beliefs and attitudes about effective teaching and learning.	1	2	3	4	5
Learning organisation					
p) I regularly discuss ways of improving students' learning with other teachers.	1	2	3	4	5
q) I regularly look at student data with other teachers and discuss what this suggests for classroom practice.	1	2	3	4	5
r) Staff regularly observe each other in the classroom and give feedback.	1	2	3	4	5

s) I am committed to working in teaching teams.	1	2	3	4	5
t) I have a commitment to the whole school and all students, not just my class or syndicate.	1	2	3	4	5
u) I am a learner alongside students at this school.	1	2	3	4	5
v) The school uses external facilitators to support school development.	1	2	3	4	5
w) We connect with staff at other schools or institutions to improve programmes.	1	2	3	4	5
School climate and expectations of students					
x) I like working in this school.	1	2	3	4	5
y) There is a team spirit throughout this school.	1	2	3	4	5
z) Students in this school are enthusiastic about learning.	1	2	3	4	5
aa) Students have the opportunity to participate in school decision-making.	1	2	3	4	5

Section C: Information about you

7) Please indicate your gender.

- ¹ Female ² Male

8) Which ethnic group(s) do you belong to? (please tick all that apply)

- ^a New Zealand European
^b Māori
^c Pacific peoples (eg Samoan, Tongan, Cook Island, Fijian, Niuean)
^d Asian (eg Chinese, Indian, Thai, Japanese, Vietnamese)
^e Other (eg African)

9) Please indicate your age.

- ¹ 20–29 years
² 30–39 years
³ 40–49 years
⁴ 50+ years

10) What year level(s) do you teach? (please tick all that apply)

- ^a Year 1/new entrant ^b Year 2 ^c Year 3 ^d Year 4 ^e Year 5
^f Year 6 ^g Year 7 ^h Year 8 ⁱ Non-teaching staff

11) What is your position/level of responsibility in your school? (please tick one)

- ¹ 1st or 2nd year teacher
² Teacher (eg Scale A, specialist teacher)
³ Middle management (eg syndicate leader)
⁴ Principal, DP, or AP

12) How long have you been teaching at this school?

- ¹ 0–2 years
- ² 3–5 years
- ³ 6–10 years
- ⁴ 11+ years

Section D: Summary questions

13) What forms of professional development do you find most effective, and why?
(Please describe)

14) Is there any additional support you think you will need to incorporate the Key Competencies framework into your classroom practice? (Please describe)

15) Is there anything else you would like to say about teaching and learning at this school?

**Thank you very much for answering these questions.
Could you please return this questionnaire to NZCER in the envelope provided.**

