



**Organisation for Economic Co-operation and Development
(OECD)**

Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire

Main Survey Version

International English

National & International Assessments Directorate of Ministry of Education,
United Arab Emirates

International Consortium

International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

TQ_Introduction_en-AE

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD). The United Arab Emirates, along with more than 50 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe your work and opinions as accurately as possible.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the type of school

within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study.

About the Questionnaire

- When questions refer to 'this school' we mean by 'school': your school.
- This questionnaire should take between 45 and 60 minutes on average to complete.
- Guidelines for answering the questions are typed in italics.
- Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please submit it online.
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: Ministry of Education, Head of Section - Assessment Department Tel: 0097167039630 - 0097167039776 Email: TALIS@moe.gov.ae

Thank you very much for your participation!

TQ_Headline_Background_en-AE

Background and Qualification

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s)

or provide figures where necessary.

TQ_02_en-AE

How old are you?

Please write a number.

Years

TQ_03_en-AE

What is the highest level of formal education you have completed?

Please mark one choice.

☐

Below Cycle 3 (Grade 9/Year10 - Grade 12/Year 13)

☐

Cycle 3 (Grade 9/Year 10 - Grade 12/Year 13)

☐

Technical Education or Vocational Training Course

- ☐ A College Diploma
 - ☐ Bachelor's Degree
 - ☐ Master's or equivalent (e.g. Master of Arts degree, M.Sc.)
 - ☐ Doctor (e.g. Ph.D. or Ed.D.)
-

TQ_04_en-AE

What type of education did you complete for your first teaching qualification?

A regular teacher education or training programme requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy and practice either concurrently or consecutively.

A fast-track/shorter or specialised teacher education or training programme refers to pathways into a teaching job that are not regular teacher education or training programmes in terms of duration and/or content designed for specific groups (e.g. second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please mark one choice.

- ☐ A regular teacher education or training programme
- ☐ A fast-track/shorter or specialised teacher education or training programme

- ☐ Subject-specific education or training only
- ☐ I have another formal qualification not listed above.
- ☐ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.
-

TQ_05_en-AE

In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please write in a year.

TQ_06_en-AE

How strongly do you agree or disagree with the following statements about your first teaching qualification?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) It provided me with a strong understanding of the subject(s) I teach.

☐☐☐☐

b) It provided me with ideas for managing classroom behaviour successfully.

☐☐☐☐

c) It included enough time for classroom observations.

☐☐☐☐

d) It had a good balance between theoretical and practical aspects of teaching.

☐☐☐☐

e) It provided me with enough practical opportunities to teach in school.

☐☐☐☐

f) Overall, its quality was high.

☐☐☐☐

TQ_07_en-AE

To what extent did your formal education and training make you feel prepared for each of the following aspects of your

teaching this year?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Content of some or all subject(s) I teach

☐☐☐☐

b) Pedagogy of some or all subject(s) I teach

☐☐☐☐

c) General pedagogy

☐☐☐☐

d) Classroom practice in some or all subject(s) I teach

☐☐☐☐

e) Teaching in a multicultural or multilingual setting

☐☐☐☐

f) Use of digital technology (e.g. software, computers, tablets, smart boards) for teaching

☐☐☐☐

g) Supporting to students' social and emotional development

☐☐☐☐

h) Engaging students with environmental sustainability

☐☐☐☐

TQ_07 (ISCED1)_en-AE

To what extent did your formal education and training make you feel prepared for each of the following aspects of your teaching this year?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Content of some or all subject(s) I teach

☐☐☐☐

b) Pedagogy of some or all subject(s) I teach

☐☐☐☐

c) General pedagogy

☐☐☐☐

d) Classroom practice in some or all subject(s) I teach

☐☐☐☐

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| e) Teaching in a multicultural or multilingual setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Use of digital technology (e.g. software, computers, tablets, smart boards) for teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Supporting to students' social and emotional development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Engaging students with environmental sustainability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Promoting play and peer interaction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Supporting children's transitions from Kindergarten (KG1/FS2 - KG2/Year1) to Cycle 1 (Grade1/Year2 - Grade 4/Year5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_08_en-AE

Was teaching your first choice as a career?

A 'career' is having a paid job that you regarded as likely to form your life's work.

Please mark one choice.

☐ Yes

☐ No

TQ_Headline_Current_Work_en-AE

Current Work

TQ_09_en-AE

What is your employment status as a teacher at this school?

Please mark one choice.

☐ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)

☐ Fixed-term contract for a period of more than 1 school year

☐ Fixed-term contract for a period of 1 school year or less

TQ_10_en-AE

Do you currently work as a teacher of Cycle 1/ Cycle 2/ Cycle 3 at another school?

Please mark one choice.

☐ Yes

☐ No

TQ_11_en-AE

If 'Yes' in the previous question, please indicate at how many other schools you currently work as a Cycle 1/ Cycle 2/ Cycle 3 teacher.

Please write a number.

School(s)

TQ_12_en-AE

What is your current employment status as a teacher at this school?

Please mark one choice.

- ☐ Full-time (more than 90% of full-time hours)
- ☐ Part-time (71-90% of full-time hours)
- ☐ Part-time (50-70% of full-time hours)
- ☐ Part-time (less than 50% of full-time hours)
-

TQ_13_en-AE

How many years of work experience do you have regardless of whether you worked full-time or part-time?

Do not include any extended periods of leave such as parental leave.

Please write a number in each row. Write 0 (zero) if none.

Please round up to whole years, e.g. if this is your first year teaching, enter '1'.

a) Year(s) working as a teacher at this school

b) Year(s) working as a teacher in total

c) Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer, nurse)

d) Year(s) working in other non-education roles

TQ_14_en-AE

During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on tasks related to your job at this school?

Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional learning and other work tasks. Also include tasks that took place during evenings, weekends or other out of class hours.

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Round to the nearest whole hour.

Hours in total

TQ_15_en-AE

Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week?

Please only count actual teaching time.

Time spent on preparation, marking, professional learning, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

TQ_16_en-AE

Approximately how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week, in your job at this school?

Include tasks that took place during weekends, evenings or other out of class hours. Exclude all time spent teaching, as this was recorded in the previous question.

Rough estimates are sufficient.

If you did not perform the task during the most recent complete calendar week, write 0 (zero).

Round to the nearest whole hour.

a) Individual planning or preparation of lessons either at school or out of school

Hours

b) Team work and dialogue with colleagues within this school

Hours

c) Marking/correcting of student work

Hours

d) Counselling students (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance)

Hours

e) Participation in school management

Hours

f) General administrative work (including communication, paperwork and other clerical duties)

Hours

g) Professional learning activities

Hours

h) Communication and co-operation with parents or guardians

Hours

- i) Engaging in extracurricular activities (e.g. sports and cultural activities after school)

Hours

- j) Other work tasks

Hours

TQ_Headline_Professional_Learning_en-AE

Professional Learning

In this section, 'professional learning' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional learning you have undertaken after your initial education or training.

TQ_17_en-AE

When you began work at this school, did you take part in any induction activities?

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school.

They are either organised as 'formal induction programmes' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

Please mark one choice in each row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a) I took part in a <u>formal</u> induction programme. | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I took part in <u>informal</u> induction activities. | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_18_en-AE

When you began work at this school, were the following provisions part of your induction?

Please mark one choice in each row.

Yes

No

a) Courses/seminars/workshops attended in person

☐☐

b) Online courses/seminars/workshops

☐☐

c) Online activities (e.g. virtual communities)

☐☐

d) Planned meetings with principal and/or experienced teachers

☐☐

e) Supervision by principal and/or experienced teachers

☐☐

f) Networking/collaboration with other teachers

☐☐

g) Team teaching with experienced teachers

☐☐

h) Portfolios/diaries/journals

| | | |
|--|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Reduced teaching load | <input type="checkbox"/> | <input type="checkbox"/> |
| j) General/administrative introduction | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Observing teachers at this school | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_19_en-AE

Are you currently involved in any mentoring activities as part of a formal arrangement at this school?

'Mentoring' is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

It does not include mentoring of student teachers doing teaching practice at this school.

Please mark one choice in each row.

Yes

No

| |
|---|
| a) I currently have an assigned mentor to support me. |
|---|

☐☐

b) I am currently an assigned mentor for one or more teachers.

☐☐

TQ_20 (LRN)_en-AE

During the last 12 months, did you participate in any of the following professional learning activities?

Please mark one choice in each row.

Yes, in-person

Yes, virtual or
online

Yes, in person and
virtual/ online

No

a) Courses/seminars/workshops

☐☐☐☐

b) Education conferences where teachers and/or researchers present their research or discuss educational issues

☐☐☐☐

c) Formal qualification programme (e.g. a degree programme)

☐☐☐☐

d) Visits to other schools to inform my teaching

| | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Visits to business premises, public organisations, or non-governmental organisations related to my teaching | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Reflections on lesson observations | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) | Coaching as part of a formal school arrangement | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) | Formal or informal teacher networks for the purpose of professional learning | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) | Self-initiated learning activities | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) | Other | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_21 (LRN)_en-AE

Were any of the topics listed below included in your professional learning activities during the last 12 months?

'Students of Determination' are those for whom a special education need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

'Environmental Sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

Please mark one choice in each row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a) Knowledge and understanding of my subject field(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The pedagogy of the subject matter(s) I teach | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Knowledge of the curriculum | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Student assessment practices | <input type="checkbox"/> | <input type="checkbox"/> |

e) Pedagogical skills for incorporating digital technology (e.g. software, computers, tablets, smart boards) into teaching

☐☐

f) Technical skills for the use of digital technology (e.g. software, computers, tablets, smart boards)

☐☐

g) Using artificial intelligence for teaching and learning

☐☐

h) Classroom management for student behaviour

☐☐

i) School management and administration

☐☐

j) Approaches to individualised learning

☐☐

k) Teaching Students of Determination

☐☐

l) Teaching in a multicultural or multilingual setting

☐☐

m) Analysis and use of student assessments

| | | |
|---|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Teacher-parent/guardian co-operation | <input type="checkbox"/> | <input type="checkbox"/> |
| o) Methods for supporting students' social and emotional learning | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Knowledge and understanding of environmental sustainability | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Other | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_21 (ISCED1) (LRN)_en-AE

Were any of the topics listed below included in your professional learning activities during the last 12 months?

'Students of Determination' are those for whom a special education need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

'Environmental Sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's

ecological systems. Climate change is one of the main threats to environmental sustainability.

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

Please mark one choice in each row.

| | Yes | No |
|--|--------------------------|--------------------------|
| a) Knowledge and understanding of my subject field(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The pedagogy of the subject matter(s) I teach | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Knowledge of the curriculum | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Student assessment practices | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Pedagogical skills for incorporating digital technology (e.g. software, computers, tablets, smart boards) into teaching | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Technical skills for the use of digital technology (e.g. software, computers, tablets, smart boards) | <input type="checkbox"/> | <input type="checkbox"/> |

g) Using artificial intelligence for teaching and learning

☐☐

h) Classroom management for student behaviour

☐☐

i) School management and administration

☐☐

j) Approaches to individualised learning

☐☐

k) Teaching Students of Determination

☐☐

l) Teaching in a multicultural or multilingual setting

☐☐

m) Analysis and use of student assessments

☐☐

n) Teacher-parent/guardian co-operation

☐☐

o) Methods for supporting students' social and emotional learning

☐☐

| | | |
|---|--------------------------|--------------------------|
| p) Knowledge and understanding of environmental sustainability | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Play and peer interaction | <input type="checkbox"/> | <input type="checkbox"/> |
| r) Children transitioning from Kindergarten (KG1/FS2 - KG2/Year1) to Cycle 1 (Grade1/Year2 - Grade 4/Year5) | <input type="checkbox"/> | <input type="checkbox"/> |
| s) Other | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_22 (LRN)_en-AE

Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?

Please mark one choice.

- ☐ Not at all
- ☐ To some extent
- ☐ Quite a bit

☐ A lot

TQ_23 (Version C) (LRN)_en-AE

To what extent are the following characteristics of professional learning important for you?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Builds on my prior knowledge

☐☐☐☐

b) Adapts to my personal development needs

☐☐☐☐

c) Provides a coherent structure

☐☐☐☐

d) Focuses on content needed to teach my subject

☐☐☐☐

e) Provides opportunities for my active learning

☐☐☐☐

f) Provides opportunities for collaborative sharing of ideas

☐☐☐☐

g) Provides opportunities to practise/apply new ideas and knowledge in my own classroom

☐☐☐☐

h) Provides opportunities for reflection about my teaching

☐☐☐☐

i) Provides follow-up activities

☐☐☐☐

j) Addresses my school's needs

☐☐☐☐

k) Involves most colleagues from this school

☐☐☐☐

l) Takes place over an extended period of time (e.g. several weeks or longer)

☐☐☐☐

For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

Please mark one choice in each row.

| No need at present | Low level of need | Moderate level of need | High level of need |
|--|--------------------------|--------------------------|--------------------------|
| a) Knowledge and understanding of my subject field(s) | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The pedagogy of the subject matter(s) I teach | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Knowledge of the curriculum | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Student assessment practices | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Pedagogical skills for incorporating digital technology (e.g. software, computers, tablets, smart boards) into teaching | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Technical skills for the use of digital technology (e.g. software, computers, tablets, smart boards) | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

g) Skills for using artificial intelligence for teaching and learning

☐☐☐☐

h) Classroom management for student behaviour

☐☐☐☐

i) School management and administration

☐☐☐☐

j) Approaches to individualised learning

☐☐☐☐

k) Teaching Students of Determination

☐☐☐☐

l) Teaching in a multicultural or multilingual setting

☐☐☐☐

m) Analysis and use of student assessments

☐☐☐☐

n) Teacher-parent/guardian co-operation

☐☐☐☐

o) Methods for supporting students' social and emotional learning

☐☐☐☐

p) Knowledge and understanding of environmental sustainability

☐☐☐☐

TQ_24 (ISCED1) (LRN)_en-AE

For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.

Please mark one choice in each row.

No need at present

Low level of need

Moderate level of
need

High level of need

a) Knowledge and understanding of my subject field(s)

☐☐☐☐

b) The pedagogy of the subject matter(s) I teach

☐☐☐☐

c) Knowledge of the curriculum

☐☐☐☐

d) Student assessment practices

☐☐☐☐

e) Pedagogical skills for incorporating digital technology (e.g. software, computers, tablets, smart boards) into teaching

☐☐☐☐

f) Technical skills for the use of digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

g) Skills for using artificial intelligence for teaching and learning

☐☐☐☐

h) Classroom management for student behaviour

☐☐☐☐

i) School management and administration

☐☐☐☐

j) Approaches to individualised learning

☐☐☐☐

k) Teaching Students of Determination

☐☐☐☐

l) Teaching in a multicultural or multilingual setting

☐☐☐☐

m) Analysis and use of student assessments

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Teacher-parent/guardian co-operation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o) Methods for supporting students' social and emotional learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Knowledge and understanding of environmental sustainability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Play and peer interaction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r) Children transitioning from Kindergarten (KG1/FS2 - KG2/Year1) to Cycle 1 (Grade1/Year2 - Grade 4/Year5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_25 (LRN)_en-AE

How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).

☐☐☐☐

b) Professional learning is too expensive.

☐☐☐☐

c) There is a lack of employer support.

☐☐☐☐

d) Professional learning conflicts with my work schedule.

☐☐☐☐

e) I do not have time due to other commitments or responsibilities.

☐☐☐☐

f) There is no relevant professional learning offered.

☐☐☐☐

g) There are no incentives for participating in professional learning.

☐☐☐☐

h) Professional learning is not accessible due to distance.

☐☐☐☐

i) Professional learning is not accessible due to inadequate digital resources.

☐☐☐☐

TQ_Headline_Teaching_in_General_en-AE

Teaching in General

TQ_26_en-AE

On average, how often do you do the following in this school?

Please mark one choice in each row.

Never

Once a
year or
less

2-4 times a
year

5-10 times
a year

1-3 times a
month

Once a
week or
more

a) Teach jointly as a team in the same class

☐☐☐☐☐☐

b) Observe other teachers' classes and provide feedback

☐☐☐☐☐☐

c) Engage in joint activities across different classes and age groups (e.g. projects)

☐☐☐☐☐☐

d) Exchange teaching materials with colleagues

☐☐☐☐☐☐

e) Engage in discussions about the learning development of specific students.

☐☐☐☐☐☐

f) Work with other teachers in this school to ensure common standards in evaluations for assessing student progress

☐☐☐☐☐☐

g) Take part in collaborative professional learning

☐☐☐☐☐☐

h) Collaborate with parents or guardians to enrich students' learning activities in general

☐☐☐☐☐☐

TQ_27_en-AE

In your teaching, to what extent can you do the following?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Get students to believe they can do well in school work

☐☐☐☐

b) Help students value learning

☐☐☐☐

c) Craft good questions for students

☐☐☐☐

d) Control disruptive behaviour in the classroom

☐☐☐☐

e) Motivate students who show low interest in school work

☐☐☐☐

f) Make my expectations about student behaviour clear

☐☐☐☐

g) Help students think critically

☐☐☐☐

h) Get students to follow classroom rules

☐☐☐☐

i) Calm a student who is disruptive or noisy

☐☐☐☐

j) Use a variety of assessment strategies

☐☐☐☐

k) Provide an alternative explanation for example when students are confused

☐☐☐☐

l) Vary instructional strategies in my classroom

☐☐☐☐

m) Support student learning through the use of digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

n) Help every student progress

☐☐☐☐

o) Reduce achievement gaps among students

☐☐☐☐

p) Support students' social and emotional learning

☐☐☐☐

q) Support students' learning about environmental sustainability

☐☐☐☐

TQ_27 (ISCED1)_en-AE

In your teaching, to what extent can you do the following?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Get students to believe they can do well in school work

☐☐☐☐

b) Help students value learning

☐☐☐☐

c) Craft good questions for students

☐☐☐☐

d) Control disruptive behaviour in the classroom

☐☐☐☐

e) Motivate students who show low interest in school work

☐☐☐☐

f) Make my expectations about student behaviour clear

☐☐☐☐

g) Help students think critically

☐☐☐☐

h) Get students to follow classroom rules

☐☐☐☐

i) Calm a student who is disruptive or noisy

☐☐☐☐

j) Use a variety of assessment strategies

☐☐☐☐

k) Provide an alternative explanation for example when students are confused

☐☐☐☐

l) Vary instructional strategies in my classroom

☐☐☐☐

m) Support student learning through the use of digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

n) Help every student progress

☐☐☐☐

o) Reduce achievement gaps among students

☐☐☐☐

p) Support students' social and emotional learning

☐☐☐☐

q) Support students' learning about environmental sustainability

☐☐☐☐

r) Help children prepare for starting to Cycle 1 (Grade1/Year2 - Grade 4/Year5) school

☐☐☐☐

TQ_29_en-AE

In which language(s) do you regularly read, write, or communicate?

Please mark as many choices as appropriate.

- ☐ Arabic
- ☐ English
- ☐ French
- ☐ Urdu
- ☐ Persian
- ☐ Other, please specify

TQ_30 (Version A)_en-AE

How strongly do you agree or disagree with the following statements about intelligence and learning?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) Everyone has certain amount of intelligence and no one can really do much to change it.

☐☐☐☐

b) People's intelligence is something about them that they can't change very much.

☐☐☐☐

c) Someone can learn new things, but they can't really change their basic intelligence.

☐☐☐☐

TQ_31_en-AE

In your work as a teacher, to what extent can you do the following practices?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Work jointly with other professionals and staff (e.g. aides, other teachers) to teach Students of Determination in the classroom

☐☐☐☐

b) Get parents/guardians involved in school activities of their children with special education needs

☐☐☐☐

c) Collaborate with other professionals (e.g. specialist teachers, speech pathologists) in designing educational plans for Students of Determination

☐☐☐☐

d) Inform others who know little about laws and policies relating to the inclusion of Students of Determination

☐☐☐☐

e) Design learning tasks to accommodate Students of Determination

☐☐☐☐

f) Adapt school-wide or Emirates-wide assessment so that all Students of Determination can be assessed

☐☐☐☐

TQ_33_en-AE

In this school, who uses the following types of information to provide feedback to you?

'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' results). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.

Please mark as many choices as appropriate in each row.

| External individuals or bodies | School principal or member(s) of the school management team | Other colleagues within the school (not a part of the school management team) | I have never received this feedback in this school. | |
|--|--|--|--|--------------------------|
| a) Observation of my classroom teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Student survey responses related to my teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Assessment of my content knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) External results of students I teach (e.g. national test scores) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) School-based and classroom-based results (e.g. performance results, project results, test scores) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Self-assessment of my work (e.g. presentation of a portfolio assessment, analysis of my teaching using video) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_33_Skip_en-AE

If you answered 'I have never received this feedback in this school' to all of the above → Please skip the next question.

TQ_34_en-AE

Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your teaching?

Please mark one choice in each row.

Yes

No

a) Knowledge and understanding of my field(s)

☐☐

b) Pedagogical competencies in teaching my subject

☐☐

c) Use of student assessments to improve student learning

☐☐

d) Classroom management for student behaviour

☐☐

e) Methods for teaching Students of Determination

☐☐

f) Methods for teaching in a multicultural or multilingual setting

☐☐

g) Methods for teaching with digital technology (e.g. software, computers, tablets, smart boards)

☐☐

h) Methods for supporting students' social and emotional learning

☐☐

i) Methods for engaging students with environmental sustainability concepts

☐☐

TQ_35_en-AE

How strongly do you agree or disagree with the following statements about your teaching?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I am comfortable providing instruction on social and emotional skills to students.

☐☐☐☐

b) Taking care of students' social and emotional needs comes naturally to me.

☐☐☐☐

c) Informal lessons in social and emotional learning are part of my regular teaching practice.

☐☐☐☐

TQ_37_en-AE

To what extent can you do the following tasks with digital technology (e.g. software, computers, tablets, smart boards)?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

- a) Identify digital technology (e.g. software, computers, tablets, smart boards) to support the subject(s) I teach

☐☐☐☐

- b) Use digital technology (e.g. software, computers, tablets, smart boards) to present concepts in a different way to my students

☐☐☐☐

- c) Choose digital technology (e.g. software, computers, tablets, smart boards) that enhance students' learning

☐☐☐☐

- d) Adapt the use of digital technology (e.g. software, computers, tablets, smart boards) to different teaching activities

☐☐☐☐

- e) Explain to students the potential risks of using digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

- f) Communicate with parents using digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

- g) Learn to use technology that is new to me

☐☐☐☐

TQ_38_en-AE

Thinking about the use of digital technology (e.g. software, computers, tablets, smart boards) for student learning, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) The use of digital technology (E.g. software, computers, tablets, smart boards) helps students develop greater interest in learning.

☐☐☐☐

- b) The use of digital technology (E.g. software, computers, tablets, smart boards) helps students develop skills to plan and monitor their work.

☐☐☐☐

- c) The use of digital technology (E.g. software, computers, tablets, smart boards) helps improve students' academic performance.

☐☐☐☐

- d) The use of digital technology (E.g. software, computers, tablets, smart boards) distracts students from learning.

☐☐☐☐

e) The use of digital technology (E.g. software, computers, tablets, smart boards) limits the amount of face-to-face communication among students.

☐☐☐☐

f) Frequent use of digital technology (E.g. software, computers, tablets, smart boards) negatively impacts students' well-being.

☐☐☐☐

g) The use of digital technology (E.g. software, computers, tablets, smart boards) results in students submitting Internet content as their own work.

☐☐☐☐

h) The use of digital technology (E.g. software, computers, tablets, smart boards) helps students collaborate on tasks efficiently.

☐☐☐☐

TQ_Headline_Education_and_Sustainability_en-AE

Education and Environmental Sustainability

The following section includes questions related to environmental sustainability, with an emphasis on climate change.

'Environmental Sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It

involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

TQ_39_en-AE

To what extent can you do the following activities related to environmental sustainability?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

- a) Work with other teachers at this school to improve teaching about environmental sustainability

☐☐☐☐

- b) Work with experts (e.g. scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about environmental sustainability challenges

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Empower students to adopt pro-environmental behaviours (e.g. reduced consumption, ethical consumption, reusing, recycling) | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Empower students to participate in activities in favour of environmental protection (e.g. writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents) | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Help students identify misconceptions and disinformation about environmental sustainability issues | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Attend to students' concern about the future of our environment | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Help students translate their knowledge on climate change into actions | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_40_en-AE

Thinking about climate change, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I feel confident in my ability to answer students' questions about climate change.

☐☐☐☐

b) I have the resources I need to teach about climate change.

☐☐☐☐

c) I worry about parent or guardian complaints with respect to teaching about climate change.

☐☐☐☐

d) I am comfortable providing instruction on climate change.

☐☐☐☐

e) My school management team encourages us to empower students to take action on climate change.

☐☐☐☐

TQ_41_en-AE

On average, which of the following statements best describe your teaching about climate change, its causes and impacts

on our environment, economy and society?

Please mark one choice.

- ☐ I don't teach about climate change in my lessons.
 - ☐ I mention climate change in my lessons.
 - ☐ I teach 1-2 lessons on climate change.
 - ☐ I teach a module/unit (at least 3-4 lessons) on climate change.
 - ☐ I teach a special lesson dedicated to climate change.
-

TQ_42_en-AE

Are the following reasons why you don't teach lessons about climate change?

Please mark one choice in each row.

Yes

No

a) It's not related to the subject(s) I teach.

☐☐

b) Students are too young.

☐☐

c) I don't know enough about it.

☐☐

d) I don't have the materials needed to teach the subject.

☐☐

e) I don't believe in climate change.

☐☐

f) My school management team does not allow it.

☐☐

g) Students have already learned about it in school.

☐☐

h) The curriculum is not flexible enough.

☐☐

i) Assessments do not include climate change.

☐☐

j) Other

☐☐

TQ_43_en-AE

To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy and society?

Please mark one choice.

- ☐ Not at all
 - ☐ To some extent
 - ☐ Quite a bit
 - ☐ A lot
-

TQ_44_en-AE

How concerned are you personally about climate change?

Please mark one choice.

- ☐ Not at all
- ☐ To some extent
- ☐ Quite a bit

☐ A lot

TQ_45_en-AE

There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please mark one choice.

- ☐ The world's climate has not been changing.
 - ☐ The world's climate has been changing mostly due to natural processes.
 - ☐ The world's climate has been changing about equally due to natural processes and human activity.
 - ☐ The world's climate has been changing mostly due to human activity.
 - ☐ I don't know.
-

TQ_Headline_Teaching_in_Class_en-AE

Teaching in the Target Class

In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class.

The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first Cycle 1/ Cycle 2/ Cycle 3 class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class at Cycle 1/ Cycle 2/ Cycle 3 on Tuesday, this can be a class taught on a day following the last Tuesday.

In the questions below, this class will be referred to as the target class.

TQ_46_en-AE

How many students are currently enrolled in this target class?

Please write a number.

Students

TQ_48_en-AE

Into which subject category does this target class primarily fall?

Please mark one choice.

Reading, writing and literature

- ☐ *Includes reading and writing (and literature) in the mother tongue, in the language of, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature*

Mathematics

- ☐ *Includes mathematics, mathematics with statistics, geometry, algebra, etc.*

Science

- ☐ *Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry*

Social studies

- ☐ *Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy*

Modern foreign languages

- ☐ *Includes languages different from the language of instruction*

Ancient Greek and/or Latin

Technology

- ☐ *Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology*

Arts

☐

- ☐ *Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework*
- ☐ Physical education
Includes physical education, gymnastics, dance, health
- ☐ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ☐ Practical and vocational skills
Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
- ☐ Other
-

TQ_49_en-AE

Was this primary subject category of the target class included in your formal education or training?

Please mark one choice.

- ☐ Yes
- ☐ Somewhat
- ☐ No
-

TQ_50_en-AE

For this target class, what percentage of class time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none. Please ensure that responses add up to 100%.

- a) Administrative tasks (e.g. recording attendance, handing out school information/forms)

 %

- b) Keeping order in the classroom (maintaining discipline)

 %

- c) Actual teaching and learning

 %

100 % Total

TQ_52_en-AE

Thinking about your teaching in the target class, how often do you do the following?

Please mark one choice in each row.

| Never or almost never | Occasionally | Frequently | Always | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I present a summary of recently learned content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I set goals at the beginning of a lesson or a unit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I explain what I expect the students to learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I explain how new and old topics are related. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I present tasks for which there is no obvious solution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I give tasks that require students to think critically. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) I have students work in small groups to come up with a joint solution to a problem or task. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

h) I ask students to decide on their own procedures for solving complex tasks.

☐☐☐☐

i) I tell students to follow classroom rules.

☐☐☐☐

j) I tell students to listen to what I say.

☐☐☐☐

k) I calm students who are disruptive.

☐☐☐☐

l) When the lesson begins, I tell students to quieten down quickly.

☐☐☐☐

m) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.

☐☐☐☐

n) I give students projects that require at least one week to complete.

☐☐☐☐

o) I encourage students to question and critique arguments made by other students.

☐☐☐☐

TQ_53_en-AE

Thinking about your lessons in the target class, how often do you perform the following tasks?

Please mark one choice in each row.

| Never or almost never | Occasionally | Frequently | Always | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Use of digital technology (e.g. software, computers, tablets, smart boards) to present information through direct instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Replace printed materials with digital versions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Provide digital feedback on student work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Download lesson plans from the Internet for use in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Use of digital technology (e.g. software, computers, tablets, smart boards) to enable collaboration with other classrooms, schools, or experts outside of this school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

f) Use of digital technology (e.g. software, computers, tablets, smart boards) to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work)

☐☐☐☐

g) Support collaboration among students using of digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

h) Use digital technology (e.g. software, computers, tablets, smart boards) that provide personalised learning paths for students

☐☐☐☐

i) Use digital technology (e.g. software, computers, tablets, smart boards) to assess student learning

☐☐☐☐

j) Provide digital technology (e.g. software, computers, tablets, smart boards) that allow students to plan and monitor their own learning

☐☐☐☐

k) Give students problems that can only be solved by using digital technology (e.g. software, computers, tablets, smart boards)

☐☐☐☐

How often do you use the following methods of assessing student learning in the target class?

Please mark one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) I administer an assessment at the end of a unit or block of lessons.

☐☐☐☐

b) I give a mark, e.g. numeric score, letter grade, smiley face to communicate to students how they performed in relation to their classmates.

☐☐☐☐

c) I provide oral or written feedback to indicate areas for improvement.

☐☐☐☐

d) I ask students to assess their own progress.

☐☐☐☐

e) I observe students when working on particular tasks and provide immediate feedback.

☐☐☐☐

f) I use assessments to check whether students have learned the material presented.

☐☐☐☐

TQ_55_en-AE

To what extent do these situations happen in the target class?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) There is much disruptive noise and disorder.

☐☐☐☐

b) I have to wait a long time for students to quiet down.

☐☐☐☐

c) Many students don't start working for a long time after the lesson begins.

☐☐☐☐

d) I lose quite a lot of time because students interrupt the lesson.

☐☐☐☐

TQ_56_en-AE

Thinking about your teaching in the target class, how often do you perform the following actions?

Please mark one choice in each row.

| | Never or almost never | Occasionally | Frequently | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I consider students' prior knowledge and needs when planning a lesson. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I point students to different materials for learning depending on their needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I change my way of explaining when a student has difficulties understanding a topic or task. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I adapt my teaching methods to students' needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I ask questions at various difficulty levels to check students' understanding of the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_57_en-AE

Thinking about your teaching in the target class, how often do you perform the following actions?

Please mark one choice in each row.

| Never or almost never | Occasionally | Frequently | Always | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I let students review multiple examples to practice the steps involved in a procedure or skill. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I select tasks for student practice that gradually increase in difficulty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I prepare students for difficulties that can occur while practicing a procedure or skill. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I let students practise similar tasks until I know that every student has understood the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_58_en-AE

How much autonomy do you have over the following aspects of planning and teaching in the target class?

Please mark one choice in each row.

| No autonomy | Limited autonomy | Substantial autonomy | Full autonomy |
|--|--------------------------|--------------------------|--------------------------|
| a) Implementing the curriculum in a flexible way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Selecting teaching methods and strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Choosing assessment activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Selecting learning objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Designing and preparing lessons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_59_en-AE

Teaching is a complex activity with often competing goals. To what extent have the lessons you taught over the past week in the target class achieved the following aims?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Presenting the content in a comprehensible way

☐☐☐☐

b) Engaging students in work that challenges them

☐☐☐☐

c) Providing students with feedback to support their learning

☐☐☐☐

d) Offering students opportunities to practise what they learned

☐☐☐☐

e) Adapting teaching to meet the different needs of students

☐☐☐☐

f) Helping students to manage their own emotions, thoughts, and behaviour

| | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Managing student behaviour | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_60_en-AE

To what extent is your capacity to provide quality instruction in this target class currently hindered by any of the following issues?

Please mark one choice in each row.

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Not at all | To some extent | Quite a bit | A lot |
| a) Inability to control lighting levels | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Bad acoustics (hard to hear) | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Inability to control the heating system | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Poor air quality | | | |

☐☐☐☐

e) Inability to adjust the air cooling

☐☐☐☐

f) Lack of access to natural elements (e.g. trees, plants, etc.)

☐☐☐☐

TQ_61_en-AE

In your practice in the target class, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Be aware of my students' feelings

☐☐☐☐

b) Show warmth to my students

☐☐☐☐

c) Care about the problems of my students

☐☐☐☐

d) Be empathetic towards my students

☐☐☐☐

e) Care about the social and emotional problems of my students

☐☐☐☐

TQ_62_en-AE

Thinking about your teaching in the target class, how often do you focus on developing the following student skills?

Please mark one choice in each row.

Never or almost
never

Occasionally

Frequently

Always

a) Understanding their own emotions, thoughts, or behaviour

☐☐☐☐

b) Managing their own emotions, thoughts, or behaviour

☐☐☐☐

c) Understanding the perspectives of others

☐☐☐☐

d) Empathising with others

☐☐☐☐

e) Establishing and maintaining healthy relationships with others

☐☐☐☐

f) Making caring and constructive choices about their personal actions

☐☐☐☐

TQ_Headline_Scenarios_en-AE

The next questions present hypothetical scenarios that you could encounter in your target class. Each scenario is followed by three possible responses. Consider each possible response in terms of how probable it is that you would respond in this way, given the circumstances described in the scenario. Each possible response should be considered independently. There are no correct or incorrect answers.

TQ_64 (M)_en-AE

You have a good rapport with all students in the target class, except for a male student. He often ignores you and provides one-word answers. However, when seeing him interact with one of your colleagues, you notice that he does not display the same behaviours with your colleague as he does with you.

What would you do?

Please mark one choice in each row.

| Would not do | Probably would not do | Probably would do | Would do |
|--------------|-----------------------|-------------------|----------|
|--------------|-----------------------|-------------------|----------|

| | | | | |
|--|--|--|--|--|
| a) Monitor his behaviour over the next 2 weeks to see if it improves | | | | |
|--|--|--|--|--|

☐☐☐☐

| | | | | |
|---|--|--|--|--|
| b) Arrange a meeting with your colleague in order to talk about the strategies they have used to encourage more positive behaviour from him | | | | |
|---|--|--|--|--|

☐☐☐☐

| | | | | |
|--|--|--|--|--|
| c) Have a discussion with him after your next lesson to investigate reasons for his limited engagement | | | | |
|--|--|--|--|--|

☐☐☐☐

| | | | | |
|----------|--|--|--|--|
| d) Other | | | | |
|----------|--|--|--|--|

☐☐☐☐

TQ_67 (F)_en-AE

In the target class, group work is an essential learning strategy for most of your topics. A female student really dislikes group work and is known for making group work unpleasant for others. As you plan for tomorrow's activity, you are reminded of the complaints you have received from students about her – that there is conflict when she doesn't do her fair share.

What would you do?

Please mark one choice in each row.

| Would not do | Probably would not do | Probably would do | Would do |
|--------------|-----------------------|-------------------|----------|
|--------------|-----------------------|-------------------|----------|

| | | | | |
|--|--|--|--|--|
| a) Identify a role that she can focus on when working in a group | | | | |
|--|--|--|--|--|

☐☐☐☐

| | | | | |
|--|--|--|--|--|
| b) Start the lesson by clarifying expectations and responsibilities of being a fair group member | | | | |
|--|--|--|--|--|

☐☐☐☐

| | | | | |
|---|--|--|--|--|
| c) Encourage her by commenting on her ability to contribute fairly to the group | | | | |
|---|--|--|--|--|

☐☐☐☐

| | | | | |
|----------|--|--|--|--|
| d) Other | | | | |
|----------|--|--|--|--|

☐☐☐☐

TQ_Headline_School_Climate_en-AE

School Climate

TQ_69_en-AE

How strongly do you agree or disagree with these statements, as applied to this school?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) This school provides staff with opportunities to actively participate in school decisions.

☐☐☐☐

- b) This school provides parents or guardians with opportunities to actively participate in school decisions.

☐☐☐☐

c) This school provides students with opportunities to actively participate in school decisions.

☐☐☐☐

d) There is a collaborative school culture which is characterised by mutual support.

☐☐☐☐

e) The school staff share a common set of beliefs about teaching and learning.

☐☐☐☐

f) The school staff enforces rules for student behaviour consistently throughout the school.

☐☐☐☐

g) This school encourages staff to lead new initiatives.

☐☐☐☐

h) Teachers can rely on each other.

☐☐☐☐

i) Teachers take leadership roles in promoting a professional learning community.

☐☐☐☐

j) Teachers initiate and lead collaborative activities.

☐☐☐☐

k) Teachers lead their professional growth and development activities whenever possible.

☐☐☐☐

l) Teachers participate in non-teaching school events and projects.

☐☐☐☐

TQ_70_en-AE

How strongly do you agree or disagree with the following statements about what happens in this school?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) Teachers and students usually get on well with each other.

☐☐☐☐

b) Most teachers believe that the students' well-being is important.

☐☐☐☐

c) Most teachers are interested in what students have to say.

☐☐☐☐

d) If a student needs extra assistance, the school provides it.

☐☐☐☐

TQ_71_en-AE

Thinking about the principal at this school, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) The principal has a clear vision for this school.

☐☐☐☐

b) The principal encourages co-operation among teachers to develop new teaching practices.

☐☐☐☐

c) The principal ensures that teachers take responsibility for improving their teaching skills.

☐☐☐☐

d) The principal ensures that teachers feel responsible for their students' learning outcomes.

☐☐☐☐

e) The principal encourages all staff to have a say on important decisions.

☐☐☐☐

f) The principal has good professional relationships with staff.

☐☐☐☐

g) The principal has good professional relationships with parents or guardians.

☐☐☐☐

h) The principal has good professional relationships with students.

☐☐☐☐

i) The principal ensures that teachers' performance is monitored effectively.

☐☐☐☐

j) The principal provides useful feedback to teachers and staff.

☐☐☐☐

Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

- a) Teachers can rely on the school management team for professional support.

☐☐☐☐

- b) The principal has confidence in the expertise of the teachers.

☐☐☐☐

- c) Students can be counted on to do their school work.

☐☐☐☐

- d) Students can be counted on to do their homework.

☐☐☐☐

TQ_74_en-AE

How strongly do you agree or disagree with the following statements about student bullying at this school?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) Teachers at this school make it clear to students that bullying is not tolerated.

☐☐☐☐

b) At this school, students tell teachers when other students are being bullied.

☐☐☐☐

c) There are adults at this school students could turn to if they had a personal problem.

☐☐☐☐

d) The teachers at this school are genuinely concerned about the students.

☐☐☐☐

e) Bullying among students is a problem at this school.

☐☐☐☐

TQ_76_en-AE

How strongly do you agree or disagree with the following statements about changes in this school, regardless of

whether these were initiated by the school or externally?

Please mark one choice in each row.

| Strongly disagree | Disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|--------------------------|
| a) Too many change initiatives are introduced at this school. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I am tired of all the changes in this school. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) We are asked to change too many things in this school. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) It feels like we are always being asked to change something around here. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I would like to see a period of stability before we change anything else in this school. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I am asked to implement change initiatives without the necessary resources. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_Headline_Occupational_Perceptions_en-AE

Occupational Perceptions

TQ_77_en-AE

How important are the following factors for you as a teacher?

Please mark one choice in each row.

| Not important at all | Of low importance | Of moderate importance | Of high importance |
|---|--------------------------|--------------------------|--------------------------|
| a) Teaching suits my abilities. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Teaching is a secure job. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Working hours fit with my family responsibilities. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

d) Teaching has commitment flexibility (travel, part-time, family commitments).

☐☐☐☐

e) Teaching allows me to influence the next generation.

☐☐☐☐

f) Teaching allows me to work against social disadvantage.

☐☐☐☐

g) Teaching makes a worthwhile social contribution.

☐☐☐☐

h) I like working with children/adolescents.

☐☐☐☐

i) Teaching allows me to exercise autonomy.

☐☐☐☐

TQ_78_en-AE

For how many more years do you want to continue to work as a teacher?

Please write a number.

Years

TQ_79_en-AE

How likely are each of the following factors to cause you to leave teaching in the next five years?

Please mark one choice in each row.

Not at all likely

Not very likely

Likely

Very likely

a) A non-teaching position within education

☐☐☐☐

b) A job outside of education

☐☐☐☐

c) Further education or training

☐☐☐☐

d) Personal or family reasons

☐☐☐☐

e) Retirement from work sector

☐☐☐☐

TQ_80_en-AE

In your experience as a teacher at this school, to what extent do the following occur?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) I experience stress in my work.

☐☐☐☐

b) My job leaves me time for my personal life.

☐☐☐☐

c) My job negatively impacts my mental health.

☐☐☐☐

d) My job negatively impacts my physical health.

☐☐☐☐

TQ_81_en-AE

Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

| | Not at all | To some extent | Quite a bit | A lot |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Having too much lesson preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Having too many lessons to teach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Having too much marking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Having too much administrative work to do (e.g. filling out forms) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Having extra duties due to absent teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Being held responsible for students' achievement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

g) Maintaining classroom discipline

☐☐☐☐

h) Being intimidated or verbally abused by students

☐☐☐☐

i) Keeping up with changing requirements from local, regional, state, or national/ federal authorities i.e., Ministry of Education, ADEK, KHDA, SPEA.

☐☐☐☐

j) Addressing parent or guardian concerns

☐☐☐☐

k) Modifying lessons for Students of Determination

☐☐☐☐

l) Being held responsible for students' social and emotional well-being

☐☐☐☐

m) Keeping up with curriculum or programme changes in this school

☐☐☐☐

n) Having too much work on diversity and equity issues, concerns, or conflicts

☐☐☐☐

o) Having to adapt my work due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)

☐☐☐☐

p) Keeping up with professional learning

☐☐☐☐

TQ_82_en-AE

We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) The advantages of being a teacher clearly outweigh the disadvantages.

☐☐☐☐

b) If I could decide again, I would still choose to work as a teacher.

☐☐☐☐

c) I would like to change to another school if that were possible.

☐☐☐☐

d) I regret that I decided to become a teacher.

☐☐☐☐

e) I enjoy working at this school.

☐☐☐☐

f) I wonder whether it would have been better to choose another profession.

☐☐☐☐

g) I would recommend this school as a good place to work.

☐☐☐☐

h) I think that the teaching profession is valued in society.

☐☐☐☐

i) I am satisfied with my performance in this school.

☐☐☐☐

j) All in all, I am satisfied with my job.

☐☐☐☐

How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I am satisfied with the salary I receive for my work.

☐☐☐☐

b) Apart from my salary, I am satisfied with the terms of my teaching contract/employment (e.g. benefits, work schedule).

☐☐☐☐

c) Teachers are valued by students in this school.

☐☐☐☐

d) Teachers are valued by parents/guardians in this school.

☐☐☐☐

e) Teachers' views are valued by policymakers in this country/region.

☐☐☐☐

f) Teachers can influence educational policy in this country/region.

☐☐☐☐

g) Teachers are valued in the media in this country/region.

☐☐☐☐

TQ_84_en-AE

How strongly do you agree or disagree with these statements about your experiences as a teacher?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) I like the subject(s) that I teach.

☐☐☐☐

b) I often feel happy while I teach.

☐☐☐☐

c) I generally teach with enthusiasm.

☐☐☐☐

d) The interesting challenges of teaching give me satisfaction.

☐☐☐☐

TQ_85 (Version A)_en-AE

Thinking about education at Cycle 1/ Cycle 2/ Cycle 3 as a whole, what is your single most important recommendation to stakeholders or policy makers in this country/region?



TQ_Headline_Teacher_Mobility_en-AE

Teacher Mobility

TQ_86 (optional)_en-AE

Have you ever been abroad for professional purposes in your career as a teacher or during your teacher education or training?

Please mark one choice in each row.

| | Yes | No |
|---|--------------------------|--------------------------|
| a) As a student, as part of my teacher education or training | <input type="checkbox"/> | <input type="checkbox"/> |
| b) As a teacher in an EU programme (e.g. Erasmus+ programme/Comenius) | <input type="checkbox"/> | <input type="checkbox"/> |
| c) As a teacher in a regional or national programme | <input type="checkbox"/> | <input type="checkbox"/> |
| d) As a teacher, as arranged by a school or school district | <input type="checkbox"/> | <input type="checkbox"/> |
| e) As a teacher, by my own initiative | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_87 (optional)_en-AE

Were the following activities professional purposes of your visits abroad?

Please mark one choice in each row.

| | Yes | No |
|--|--------------------------|--------------------------|
| a) Studying, as part of my teacher education | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Language learning | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Learning of other subject areas | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Accompanying visiting students | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Establishing contact with schools abroad | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Teaching | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Other | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_88 (optional)_en-AE

In total, how long have you stayed abroad for professional purposes?

Please mark one choice.

- ☐ Less than one month
- ☐ One to two months
- ☐ Three to twelve months
- ☐ More than a year

TQ_Headline_End_en-AE

This is the end of the questionnaire.

Thank you very much for your participation!

Please submit your answers.

TQ_01_ADL_en-AE

What is your gender?

Please mark one choice.

☐ Female

☐ Male

TQ_47_ADL_en-AE

We would like to understand the composition of the target class. Please estimate the broad percentage of students who have the following characteristics.

This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.

Students may fall into multiple categories.

'Students of Determination' are those for whom a special education need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities of life, such as adequate housing, nutrition or medical care.

Please mark one choice in each row.

| | | | | | | |
|------|-----------|------------|------------|------------|------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|-----------|------------|------------|------------|------------|-----|

| | | | | | | |
|------|-----------|------------|------------|------------|------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|-----------|------------|------------|------------|------------|-----|

| | | | | | | |
|------|--------------|---------------|---------------|---------------|---------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|--------------|---------------|---------------|---------------|---------------|-----|

| | | | | | | |
|------|--------------|---------------|---------------|---------------|---------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|--------------|---------------|---------------|---------------|---------------|-----|

| | | | | | | |
|------|-----------|------------|------------|------------|------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|-----------|------------|------------|------------|------------|-----|

| | | | | | | |
|------|--------------|---------------|---------------|---------------|---------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|--------------|---------------|---------------|---------------|---------------|-----|

| | | | | | | |
|------|--------------|---------------|---------------|---------------|---------------|-----|
| None | 1% to 10% | 11% to 30% | 31% to 60% | 61% to 90% | 91% to 99% | All |
|------|--------------|---------------|---------------|---------------|---------------|-----|

a) Students who have difficulties understanding the language(s) of instruction

1

b) Students whose first language is different from the language(s) of instruction or from a dialect of this/these language(s)

9

c) Low academic achievers

d) Academically gifted students

11

e) Students of Determination

11

f) Students with behavioural problems

5

g) Students from socio-economically disadvantaged homes

7

TQ_75_ADL_en-AE

How strongly do you agree or disagree with the following statement about student harassment at this school?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

Students at this school get teased about their clothing or physical appearance.

☐☐☐☐

TQ_39_a_en-AE

During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?

Please mark one choice.

☐

Yes

☐

No

TQ_40_a_en-AE

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning?

Please mark one choice in each row.

Yes

No

a) To assess or mark student work

☐☐

b) To efficiently learn about and summarise a topic

☐☐

c) To generate lesson plans or activities

☐☐

d) To support students of determinations

☐☐

e) To automatically adjust the difficulty of lesson materials according to students' learning needs

☐☐

f) To generate text for student feedback or parent/guardian communications

| | | |
|---|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| g) To review data on student participation or performance | <input type="checkbox"/> | <input type="checkbox"/> |
| h) To help students practise new skills in real-life scenarios (e.g. foreign language learning, creative writing, computer coding, problem solving) | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Other | <input type="checkbox"/> | <input type="checkbox"/> |

TQ_41_a_en-AE

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning?

Please mark one choice in each row.

Yes

No

| | | |
|--|--------------------------|--------------------------|
| a) My school lacks the digital technology (e.g. software, computers, tablets, smart boards) infrastructure to use artificial intelligence. | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

b) I do not have the knowledge and skills to teach using artificial intelligence.

☐☐

c) I do not believe we should use artificial intelligence in teaching.

☐☐

d) My school does not allow the use of artificial intelligence in teaching.

☐☐

e) I feel overwhelmed by integrating new technologies in my teaching.

☐☐

f) Other

☐☐

TQ_48 (ISCED1)_en-AE

Into which subject categories does this target class primarily fall?

Your lessons in the target class may fall into multiple subject categories. Please mark as many choices as appropriate.

Reading, writing and literature

☐

☐ *Includes reading and writing (and literature) in the mother tongue, in the language of, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature*

☐ Mathematics
Includes mathematics, mathematics with statistics, geometry, algebra, etc.

☐ Science
Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry

☐ Social studies
Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

☐ Modern foreign languages
Includes languages different from the language of instruction

☐ Ancient Greek and/or Latin

☐ Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

☐ Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

☐ Physical education
Includes physical education, gymnastics, dance, health

☐ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics

Practical and vocational skills

☐ *Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft*

☐ Other

TQ_Start_en-AE



Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2024

TQ_38_a_en-AE

Thinking about the use of artificial intelligence in education, how strongly do you agree or disagree with the following statements?

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

Please mark one choice in each row.

| Strongly disagree | Disagree | Agree | Strongly agree | I don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Artificial intelligence helps teachers write or improve lesson plans. | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Artificial intelligence enables teachers to adapt learning material to different students' abilities. | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Artificial intelligence assists teachers in supporting students individually. | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Artificial intelligence supports students with specific needs (e.g. multilingual learners, students of determinations). | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Artificial intelligence helps teachers automate administrative tasks. | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Artificial intelligence enables students to misrepresent others' work as their own. | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

g) Artificial intelligence makes recommendations that may not be appropriate or correct.

☐☐☐☐☐

h) Artificial intelligence amplifies biases that reinforce students' misconceptions.

☐☐☐☐☐

i) Artificial intelligence jeopardises the privacy and security of student data.

☐☐☐☐☐

j) Artificial intelligence suggests unsuitable pedagogical approaches that teachers would use with students.

☐☐☐☐☐

TQ_20 (LRN) (ISCED1)_en-AE

During the last 12 months, did you participate in any of the following professional learning activities?

Please mark one choice in each row.

Yes, in-person

Yes, virtual or
online

Yes, in person and
virtual/ online

No

a) Courses/seminars/workshops

☐☐☐☐

b) Education conferences where teachers and/or researchers present their research or discuss educational issues

☐☐☐☐

c) Formal qualification programme (e.g. a degree programme)

☐☐☐☐

d) Visits to other schools to inform my teaching

☐☐☐☐

e) Reflections on lesson observations

☐☐☐☐

f) Coaching as part of a formal school arrangement

☐☐☐☐

g) Formal or informal teacher networks for the purpose of professional learning

☐☐☐☐

h) Self-initiated learning activities

☐☐☐☐

i) Other

☐☐☐☐

TQ_28 (Version A)_ADL_en-AE

In your teaching, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g. lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Adapt my teaching to the cultural diversity of students.

☐☐☐☐

b) Raise awareness for cultural differences amongst students.

☐☐☐☐

c) Reduce ethnic stereotyping amongst students.

☐☐☐☐

d) Ensure that students with different cultural or ethnic backgrounds work together

☐☐☐☐

e) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes

☐☐☐☐

f) Use examples that are familiar to students from diverse cultural backgrounds

☐☐☐☐