



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

Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire Junior High

Main Survey Version

Alberta Education, System Excellence Division, Research Branch

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

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). Alberta, 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. Participation in this survey is voluntary and any individual may withdraw at any time. Participants wishing to withdraw from the study once the online survey has been started must make a formal request in an email to EDC.TALIS@gov.ab.ca.

About the Questionnaire

- When questions refer to 'this school' we mean the school in which you teach.
- This questionnaire should 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 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: Cosmin Marmureanu, Research Analyst, Research, 780-415-1298, toll-free by first dialing 310-0000, email at EDC.TALIS@gov.ab.ca

**Thank you very much for your
participation!**

TQ_Headline_Background_en-CB

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-CB

How old are you?

Please write a number.

Years

TQ_06_en-CB

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 tools to manage the 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_08_en-CB

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-CB

Current Work

TQ_09_en-CB

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-CB

Do you currently work as a teacher of junior high students at another school?

Please mark one choice.

☐ Yes

☐ No

TQ_11_en-CB

If 'Yes' in the previous question, please indicate at how many other schools you currently work as a teacher of junior high students.

Please write a number.

School(s)

TQ_12_en-CB

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-CB

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-CB

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 development 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-CB

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 development, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

TQ_16_en-CB

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 development 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, please specify

Hours

TQ_Headline_Professional_Learning_en-CB

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.

TQ_17_en-CB

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 organized as 'formal induction programs' 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 program.	<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-CB

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-CB

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-CB

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 program (e.g. a degree program)

☐☐☐☐

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 organizations, or non-governmental organizations 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)	Professional 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-CB

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

'Students with special education needs,' as described by the Alberta Education Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics.

'Environmental sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life. 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 resources and tools into teaching		

☐☐

f) Technical skills for the use of digital resources and tools

☐☐

g) Using artificial intelligence for teaching and learning

☐☐

h) Classroom management for student behaviour

☐☐

i) School management and administration

☐☐

j) Approaches to individualized learning

☐☐

k) Teaching students with special education needs

☐☐

l) Teaching in a multicultural or multilingual setting

☐☐

m) Analysis and use of student assessments

☐☐

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_22 (LRN)_en-CB

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-CB

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adapts to my personal development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Provides a coherent structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Focuses on content needed to teach my subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Provides opportunities for my active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Provides opportunities for my collaborative sharing of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Provides opportunities to practise/apply new ideas and knowledge in my own classroom				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Provides opportunities for reflection about my teaching				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Provides follow-up activities				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Addresses my school's needs				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Involves most colleagues from this school				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Takes place over an extended period of time (e.g. several weeks or longer)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_25 (LRN)_en-CB

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-CB

Teaching in General

TQ_26_en-CB

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-CB

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 resources and tools

☐☐☐☐

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_30 (Version A)_en-CB

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 a 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-CB

In your work as a teacher, to what extent are you able to 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) Work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with special education needs 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 with special education needs

☐☐☐☐

d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs

☐☐☐☐

e) Design learning tasks to accommodate students with special education needs

☐☐☐☐

f) Adapt province-wide assessments so that all students with special education needs can be assessed

☐☐☐☐

TQ_33_en-CB

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 leadership team	Other colleagues within the school (not a part of the school leadership 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. provincial 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"/>

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-CB

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

	<input type="checkbox"/>	<input type="checkbox"/>
e) Methods for teaching students with special education needs	<input type="checkbox"/>	<input type="checkbox"/>
f) Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/>	<input type="checkbox"/>
g) Methods for teaching with digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>
h) Methods for supporting students' social and emotional learning	<input type="checkbox"/>	<input type="checkbox"/>
i) Methods for engaging students in concepts related to environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>

TQ_37_en-CB

To what extent can you do the following tasks with digital resources and tools?

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 resources and tools to support the subject(s) I teach

☐☐☐☐

b) Use digital resources and tools to present concepts in a different way to my students

☐☐☐☐

c) Choose digital resources and tools that enhance students' learning

☐☐☐☐

d) Adapt the use of digital resources and tools to different teaching activities

☐☐☐☐

e) Explain to students the potential risks of using digital resources and tools

☐☐☐☐

f) Communicate with parents/guardians using digital resources and tools

☐☐☐☐

g) Learn to use technology that is new to me

☐☐☐☐

TQ_38_en-CB

Thinking about the use of digital resources and tools 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 resources and tools helps students develop greater interest in learning.

☐☐☐☐

- b) The use of digital resources and tools helps students develop skills to plan and monitor their work.

☐☐☐☐

- c) The use of digital resources and tools helps improve students' academic performance.

☐☐☐☐

- d) The use of digital resources and tools distracts students from learning.

☐☐☐☐

- e) The use of digital resources and tools limits the amount of face-to-face communication among students.

☐☐☐☐

f) Frequent use of digital resources and tools negatively impacts students' well-being.

☐☐☐☐

g) The use of digital resources and tools results in students submitting Internet content as their own work.

☐☐☐☐

h) The use of digital resources and tools helps students collaborate on tasks efficiently.

☐☐☐☐

TQ_Headline_Education_and_Sustainability_en-CB

Education and Environmental Sustainability

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

'Environmental sustainability' means meeting the essential 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-CB

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

☐☐☐☐

- c) Empower students to adopt pro-environmental behaviours (e.g. reduced consumption, ethical consumption, reusing, recycling)

☐☐☐☐

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)

☐☐☐☐

e) Help students identify misconceptions and disinformation about environmental sustainability issues

☐☐☐☐

f) Attend to students' concern about the future of our environment

☐☐☐☐

g) Help students translate their knowledge on climate change into actions

☐☐☐☐

TQ_40_en-CB

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 leadership team encourages us to empower students to take action on climate change.

☐☐☐☐

TQ_41_en-CB

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-CB

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 leadership 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-CB

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-CB

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-CB

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-CB

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 junior high school class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a junior high school class 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-CB

How many students are currently enrolled in this target class?

Please write a number.

Students

TQ_47_en-CB

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 with special education needs,' as described by the Alberta Education Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics.

'Socio-economically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.

First Nations, Métis and Inuit communities refer to specific groups that are the first peoples of Canada. They have had a unique history in Canada and in Alberta, and are recognized as distinct groups and as having unique experiences.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please mark one choice in each row.

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

c) Low academic achievers

☐☐☐☐☐☐☐

d) Academically gifted students

☐☐☐☐☐☐☐

e) Students with special education needs

☐☐☐☐☐☐☐

f) Students with behavioural problems

☐☐☐☐☐☐☐

g) Students from socio-economically disadvantaged homes

☐☐☐☐☐☐☐

h) Students belonging to First Nations, Métis and/or Inuit communities

☐☐☐☐☐☐☐

i) Male students

☐☐☐☐☐☐☐

j) Students who are immigrants or with migrant background (not including refugees)

☐☐☐☐☐☐☐

k) Students who are refugees

☐☐☐☐☐☐☐

TQ_49_en-CB

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

Please mark one choice.

☐

Yes

☐

Somewhat

☐

No

TQ_50_en-CB

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-CB

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.

b) I set goals at the beginning of a lesson or a unit.

c) I explain what I expect the students to learn.

☐☐☐☐

d) I explain how new and old topics are related.

☐☐☐☐

e) I present tasks for which there is no obvious solution.

☐☐☐☐

f) I give tasks that require students to think critically.

☐☐☐☐

g) I have students work in small groups to come up with a joint solution to a problem or task.

☐☐☐☐

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_55_en-CB

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 a lot of disruptive noise and disorder.

☐☐☐☐

b) I have to wait a long time for students to quieten 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-CB

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.

☐☐☐☐

b) I point students to different materials for learning depending on their needs.

☐☐☐☐

c) I change my way of explaining when a student has difficulties understanding a topic or task.

☐☐☐☐

d) I adapt my teaching methods to students' needs.

☐☐☐☐

e) I ask questions at various difficulty levels to check students' understanding of the subject matter.

☐☐☐☐

TQ_57_en-CB

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 practise the steps involved in a procedure or skill.

☐☐☐☐

b) I select tasks for student practice that gradually increase in difficulty.

☐☐☐☐

c) I prepare students for difficulties that can occur while practising a procedure or skill.

☐☐☐☐

d) I let students practise similar tasks until I know that every student has understood the subject matter.

☐☐☐☐

TQ_58_en-CB

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

☐☐☐☐

b) Selecting teaching methods and strategies

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Choosing assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Selecting learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Designing and preparing lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_59_en-CB

Teaching is a complex activity with often competing goals. On average, 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Engaging students in work that challenges them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Providing students with feedback to support their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Offering students opportunities to practise what they learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Adapting teaching to meet the different needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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-CB

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Inability to adjust the air cooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Lack of access to natural elements (e.g. trees, plants, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_61_en-CB

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Show warmth to my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Care about the problems of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Be empathetic towards my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Care about the social and emotional problems of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Managing their own emotions, thoughts, or behaviour			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Understanding the perspectives of others			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Empathizing with others			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Establishing and maintaining healthy relationships with others			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Making caring and constructive choices about their personal actions			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_Headline_Scenarios_en-CB

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-CB

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 private discussion with him after your next lesson to investigate reasons for his limited engagement

☐☐☐☐

- d) Other

☐☐☐☐

TQ_67 (F)_en-CB

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 class 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-CB

School Climate

TQ_69_en-CB

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 decision making processes.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

- d) There is a collaborative school culture which is characterized 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.

☐☐☐☐

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 along 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-CB

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.

☐☐☐☐

TQ_73_en-CB

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 leadership 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-CB

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-CB

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.

☐☐☐☐

b) I am tired of all the changes in this school.

☐☐☐☐

c) We are asked to change too many things in this school.

☐☐☐☐

d) It feels like we are always being asked to change something around here.

☐☐☐☐

e) I would like to see a period of stability before we change anything else in this school.

☐☐☐☐

f) I am asked to implement change initiatives without the necessary resources.

☐☐☐☐

TQ_Headline_Occupational_Perceptions_en-CB

Occupational Perceptions

TQ_78_en-CB

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

Please write a number.

Years

TQ_79_en-CB

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 change to a non-teaching position within education	<div></div>	<div></div>	<div></div>	<div></div>
b) A job outside of education	<div></div>	<div></div>	<div></div>	<div></div>
c) Further education or training	<div></div>	<div></div>	<div></div>	<div></div>

d) Personal or family reasons

☐☐☐☐

e) Retirement age

☐☐☐☐

TQ_80_en-CB

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-CB

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

☐☐☐☐

b) Having too many lessons to teach

☐☐☐☐

c) Having too much marking

☐☐☐☐

d) Having too much administrative work to do (e.g. filling out forms)

☐☐☐☐

e) Having extra duties due to absent teachers

☐☐☐☐

f) Being held responsible for students' achievement

☐☐☐☐

g) Maintaining classroom discipline

☐☐☐☐

h) Being intimidated or verbally abused by students

☐☐☐☐

i) Keeping up with changing requirements from Alberta Education and/or the School Authority/School Board authorities

☐☐☐☐

j) Addressing parent or guardian concerns

☐☐☐☐

k) Modifying lessons for students with special education needs

☐☐☐☐

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

☐☐☐☐

m) Keeping up with curriculum or program 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 development

☐☐☐☐

TQ_82_en-CB

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.

☐☐☐☐

TQ_84_en-CB

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-CB

Thinking about education at the junior high level as a whole, what is your single most important recommendation to stakeholders or policy makers in this province?

TQ_Headline_Teacher_Mobility_en-CB

Teacher Mobility

TQ_86 (optional)_en-CB

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

Please mark one choice in each row.

Yes

No

a) As a student, as part of my teacher education	<input type="checkbox"/>	<input type="checkbox"/>
b) As a teacher in an international program (e.g. Erasmus + program/Comenius)	<input type="checkbox"/>	<input type="checkbox"/>
c) As a teacher in a regional or national program	<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-CB

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-CB

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-CB

This is the end of the questionnaire.

Thank you very much for your participation!

TQ_03_ADL_en-CB

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

Please mark one choice.

☐ College diploma or certificate

☐ Bachelor's degree

☐ Master's degree

☐ Ph.D./Ed.D.

TQ_29_ADL_en-CB

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

Please mark as many choices as appropriate.

☐ English

☐ French

☐ Other, please specify

TQ_54_ADL_en-CB

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 feedback to students in the form of marks, letter grades, smiley faces to communicate how well they have performed.

☐☐☐☐

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_01_ADL_en-CB

What is your gender?

Please mark one choice.

☐

Female

☐

Male

☐

Another (please specify)

TQ_05_ADL_en-CB

In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please write in a year.



TQ_24 (LRN)_ADL_en-CB

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 resources and tools into teaching

☐☐☐☐

f) Technical skills for the use of digital resources and tools

☐☐☐☐

g) Skills for using artificial intelligence for teaching and learning

☐☐☐☐

h) Classroom management for student behaviour

☐☐☐☐

i) School management and administration

☐☐☐☐

j) Approaches to individualized learning

☐☐☐☐

k) Teaching students with special education needs

☐☐☐☐

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

☐☐☐☐

q) Knowledge of First Nations, Métis and Inuit perspectives and histories

☐☐☐☐

r) Recognizing and supporting victims of Human Trafficking

☐☐☐☐

s) Other, please specify

☐☐☐☐

TQ_35_ADL_en-CB

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) I informally integrate social and emotional learning in my lessons.

☐☐☐☐

TQ_48_ADL_en-CB

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 student's mother tongue, or in the main/official language(s) used in the country (region) or a particular school; 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_75_ADL_en-CB

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

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

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

☐☐☐☐

b) Students at this school get put down because of their ethnicity.

☐☐☐☐

c) Students at this school get teased about their gender expression and sexuality (e.g. comments about students not acting "masculine" or "feminine" enough, homophobic or transphobic remarks).

☐☐☐☐

d) There are adults at this school to whom students belonging to visible minority communities could turn if they were discriminated against.

☐☐☐☐

e) There are adults at this school to whom students belonging to First Nations, Métis and/or Inuit communities could turn if they were discriminated against.

☐☐☐☐

f) There are adults at this school to whom students could turn if they were discriminated against based on gender expressions and sexuality.

☐☐☐☐

TQ_28 (Version A)_ADL_en-CB

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) Ensure that students with and without a migrant background work together

☐☐☐☐

c) Raise awareness for cultural differences amongst students

☐☐☐☐

d) Reduce ethnic stereotyping amongst students

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

h) Contribute to positive relationships between First Nations, Métis and Inuit students and non-Indigenous students

☐☐☐☐

i) Help First Nations, Métis and Inuit students reach their potential

☐☐☐☐

j) Bring in authentic First Nations, Métis and Inuit voices, experiences, and perspectives into the classroom and wider school environment

☐☐☐☐

TQ_07_ADL_en-CB

To what extent did your formal education 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching in a multicultural or multilingual setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use of digital resources and tools for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Supporting students' social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Engaging students on the topic of environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Teaching First Nations, Métis and Inuit content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Teaching students who are First Nations, Métis and Inuit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TQ_77_ADL_en-CB

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"/>
b) Teaching is a secure job.	<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"/>
d) Teaching has commitment flexibility (travel, part-time, family commitments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching allows me to influence the next generation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching allows me to work against social disadvantage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teaching makes a worthwhile social contribution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) I like working with children/adolescents.

☐☐☐☐

i) Teaching allows me to exercise autonomy.

☐☐☐☐

j) Teaching provides a reliable income.

☐☐☐☐

k) Teaching offers attractive compensation.

☐☐☐☐

TQ_83_ADL_en-CB

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 (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 province.

☐☐☐☐

f) Teachers can influence educational policy in this province.

☐☐☐☐

g) Teachers are valued in the media in this province.

☐☐☐☐

h) I am satisfied with my workload.

☐☐☐☐

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 digital resources and tools to present information through 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 digital resources and tools 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 digital resources and tools to handle logistic aspects of teaching (e.g. tracking student grades, assigning or collecting student work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐☐☐☐

g) Support collaboration among students using digital resources and tools

☐☐☐☐

h) Use digital resources and tools that provide personalised learning paths for students

☐☐☐☐

i) Use digital resources and tools to assess student learning

☐☐☐☐

j) Provide digital resources and tools that allow students to plan and monitor their own learning

☐☐☐☐

k) Give students problems that can only be solved by using digital resources and tools

☐☐☐☐

l) Use resources developed by Alberta Education

☐☐☐☐

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

A 'regular concurrent teacher or education program' grants future teachers a single credential for studies in subject-matter content, pedagogy, and other courses in education during the first period of post-secondary education.

A 'regular consecutive teacher education or education program' requires future teachers to complete two phases of post-secondary education: university education with the focus on subject-matter and a second phase with the focus on pedagogy and practicum.

Please mark one choice.

- ☐ A regular concurrent teacher education program
- ☐ A regular consecutive teacher education program
- ☐ Subject-specific education 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_39_a_en-CB

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-CB

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 summarize a topic

☐☐

c) To generate lesson plans or activities

☐☐

d) To support students with special education needs

	<input type="checkbox"/>	<input type="checkbox"/>
e) To automatically adjust the difficulty of lesson materials according to students' learning needs	<input type="checkbox"/>	<input type="checkbox"/>
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-CB

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 resources and tools infrastructure to use artificial intelligence.

☐☐

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-CB

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-CB



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

Teaching and Learning International Survey (TALIS) 2024

TQ_38_a_en-CB

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.

☐☐☐☐☐

b) Artificial intelligence enables teachers to adapt learning material to different students' abilities.

☐☐☐☐☐

c) Artificial intelligence assists teachers in supporting students individually.

☐☐☐☐☐

d) Artificial intelligence supports students with specific needs (e.g. multilingual learners, students with special education needs).

☐☐☐☐☐

e) Artificial intelligence helps teachers automate administrative tasks.

☐☐☐☐☐

f) Artificial intelligence enables students to misrepresent others' work as their own.

☐☐☐☐☐

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.

☐☐☐☐☐