



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

Teaching and Learning International Survey (TALIS) 2024

Principal Questionnaire

Main Survey Version

English

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Ministry of Education

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Wellington 6140

International Consortium

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

Australian Council for Educational Research (ACER), Australia

PQ_Headline_Personal_Background_en-NZ

Personal Background Information

These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate choice(s) or provide numbers where necessary.

PQ_01_en-NZ

What is your gender?

Please mark one choice.

☐

Female

☐

Male

☐

Another gender

PQ_02_en-NZ

How old are you?

Please write a number.

Years

PQ_03_en-NZ

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

Please mark one choice.

☐

Below NCEA Level 2 or a Certificate below Level 2

☐

NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate

☐

A Level 4 Certificate

☐

A national diploma (e.g. National Diploma in Science) or vocational diploma (includes Diploma of Primary Teaching) or a Certificate or Diploma at Levels 5-7

☐

Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma

☐ Master's degree

☐ Doctoral degree

PQ_04_en-NZ

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.

Work experience may fall into multiple categories.

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

Please round up to whole years.

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

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

c) Year(s) working in other school management roles (do not include years working as a principal)

d) Year(s) working as a teacher in total (include any years of teaching)

☐

e) Year(s) working in any other jobs

☐

PQ_05_en-NZ

Do you currently have a teaching obligation as part of your work as a principal at this school?

Please mark one choice.

☐ Yes, more than 50% of my working hours

☐ Yes, up to 50% of my working hours

☐ No

PQ_06_en-NZ

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

Please mark one choice.

- ☐ Full-time (more than 90% of full-time hours, >0.9 FTE)
 - ☐ Part-time (71-90% of full-time hours, 0.71-0.9 FTE)
 - ☐ Part-time (50-70% of full-time hours, 0.5-0.7 FTE)
 - ☐ Part-time (less than 50% of full-time hours, <0.5 FTE)
-

PQ_07_en-NZ

Did the formal education or training you completed include the following and, if yes, was this before or after you took up a position as principal?

Please mark one choice in each row.

	Before	After	Before and after	Never
a) School administration or principal training programme or course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teacher training/education programme or course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional leadership training or course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_09_en-NZ

During the last 12 months, did you participate in any of the following professional learning activities aimed at you as a principal?

'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.

Please mark one choice in each row.

Yes

No

a) Knowledge and understanding of environmental sustainability

☐☐

b) Ways to improve this school's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)

☐☐

c) Ways to support teachers to teach about environmental sustainability

☐☐

PQ_Headline_School_Background_en-NZ

School Background Information

PQ_13_en-NZ

About what percentage of this school's total funding for a typical school year comes from the following sources?

Please enter a number in each row.

Write 0 (zero) if none.

a) Government (including Ministry of Education, local and other government)

 %

b) Student fees or school charges paid by parents or guardians

 %

c) Other (e.g. donations, grants, fundraising)

 %

PQ_14_en-NZ

Is this school publicly- or privately-managed?

Please mark one choice.

☐ Publicly-managed
This is a state or state-integrated school managed by an elected governing board.

☐ Privately-managed
This is an independent, private or partnership school managed by a non-government organisation.

PQ_15_en-NZ

For each type of position listed below, please indicate the number of staff (head count) currently working in this school.

Staff may fall into multiple categories. Include temporary staff and staff employed through a contractor.

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

- a) Teachers, irrespective of the year levels/ages they teach
Those whose main professional activity at this school is the provision of education to students

- b) Personnel for pedagogical support, irrespective of the year levels/ages they support
Including all teacher aides or other non-teaching professionals who provide education or support teachers in providing education, professional curriculum/teaching specialists, librarians, guidance counsellors and social workers

- c) School administrative personnel
Including receptionists, secretaries, accountants and administration assistants

d) School management personnel

Including principals, assistant principals, and other management staff whose main activity is management

e) Other staff (e.g. cafeteria, cleaning, technicians)

PQ_16_en-NZ

Please indicate the number of staff (head count) in this school for each of the categories below.

Include part-time staff and staff that began work during the year.

Count any staff member for any reason, including retirement, parental leave, and temporary teaching.

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

a) Teachers who began work at this school during the last 12 months

b) Teachers who permanently left this school during the last 12 months

c) Teachers absent or unavailable for teaching for the most recent Tuesday that school was in session

PQ_18_en-NZ

What is the current school enrolment, i.e. the number of students of all year levels/ages in this school?

Please write a number.

Students

PQ_19_en-NZ

How often are the following factors considered when students are admitted to this school?

Please mark one choice in each row.

Never

Sometimes

Most of the time

Always

a) Residence in a particular area

☐☐☐☐

b) Students' record of academic performance (including placement tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Recommendation of feeder schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Whether the student requires or is interested in a special programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Preference given to family members of current or former students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Emergency situations (e.g. conflicts, natural disasters, health-related crises)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_20_en-NZ

What is this school's policy for organising instruction for students with different abilities?

Please mark one choice in each row.

Not for any subjects

For some subjects

For all subjects

a) Students are grouped by ability into different classes.

☐☐☐

b) Students are grouped by ability within their classes.

☐☐☐

PQ_Headline_School_Leadership_en-NZ

School Leadership

PQ_22_en-NZ

Does this school have a school management team?

'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving education, use of resources, curriculum, assessment and evaluation,

and other strategic decisions related to the appropriate functioning of the school.

Please mark one choice.

☐ Yes

☐ No

PQ_23_en-NZ

Are the following currently represented on the school management team?

Please mark one choice in each row.

	Yes	No	Not applicable
a) Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Vice/deputy principal or assistant principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Financial manager (e.g. accountant, treasurer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) Department heads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) School governing board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_24_en-NZ

Regarding this school, who has a significant responsibility for the following tasks?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

Principal	Other members of the school management team	Teachers (not as a part of the school management team)	School governing board	Government authority (e.g. Ministry of Education)
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a) Appointing or hiring teachers

☐☐☐☐☐

b) Dismissing or suspending teachers from employment

☐☐☐☐☐

c) Establishing teachers' starting salaries, including setting pay scales

☐☐☐☐☐

d) Determining teachers' salary increases

☐☐☐☐☐

e) Deciding on budget allocations within the school

☐☐☐☐☐

f) Establishing student disciplinary policies and procedures

☐☐☐☐☐

g) Establishing student assessment policies, including national assessments

☐☐☐☐☐

h) Approving students for admission to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Choosing which learning materials are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Determining course content, including national curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Deciding which courses are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_25_en-NZ

Regarding this school, who has a significant responsibility for the following areas?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

Principal	Other members of the school management team	Teachers (not as a part of the school management team)	School governing board	Government authority (e.g. Ministry of Education)
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a) Deciding on the use of digital resources and tools for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Improving this school's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Determining policies on student diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Determining policies on teacher diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Facilitating teachers' professional learning activities to support students' social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Defining school improvement priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_26_en-NZ

On average throughout the school year, how often do you spend your time as a principal on the following tasks in this school?

Please mark one choice in each row.

Never or
almost
never

A few
times a
year

Less
than
monthly

Monthly

Weekly

Daily

Multiple
times a
day

- a) Leadership tasks and meetings

Including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff

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- b) Curriculum and teaching-related tasks and meetings

Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional learning

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- ### c) Teacher and staff interactions

Including advice-giving, feedback and evaluation, non-teaching school activities

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- #### d) Student interactions

Including counselling and conversations outside structured learning activities, discipline

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- e) Parent or guardian interactions

Including formal and informal interactions

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f) Interactions with local and regional community, business and industry

☐☐☐☐☐☐☐

g) Emergency tasks

Including attending to school infrastructure damage, community or national crisis

☐☐☐☐☐☐☐

h) Administrative tasks and meetings

Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from education officials

☐☐☐☐☐☐☐

i) Other

☐☐☐☐☐☐☐

PQ_28_en-NZ

Please indicate how frequently you took actions related to the following areas in this school during the last 12 months.

Please mark one choice in each row.

Never or rarely

Sometimes

Often

Very often

a) Supporting the integration of digital resources and tools for teaching

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Supporting student diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Supporting teacher diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Improving students' social emotional development in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Improving this school's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Supporting teachers interested in teaching about climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_30_en-NZ

How strongly do you agree or disagree with these statements about teachers at this school?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

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

☐☐☐☐

b) Teachers initiate and lead collaborative activities.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

PQ_31 (ISCED1)_en-NZ

Does this school undertake any of the following activities in order to facilitate children's transition from early learning services?

Early learning services are officially registered settings that provide formal early-childhood education and care (ECEC, or early learning) programmes for young children from birth up to entry into primary education.

Please mark one choice in each row.

Yes

No

a) Communicate with early learning services about children making transitions

☐☐

b) Organise visits to this school for children making transitions

☐☐

c) Hold meetings with staff from early learning services

☐☐

d) Offer in-service training sessions for teachers regarding transition issues

☐☐

e) Work with local authorities to develop transition programmes

☐☐

f) Provide activities for parents or guardians to understand the transition (e.g. information sessions, meetings with parents or guardians, home visits)

☐☐

g) Other

☐☐

Induction, Mentoring and Formal Appraisal

PQ_32_en-NZ

Which teachers have access to the following induction activities at this school?

'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.

'Teachers new to teaching' refers to those who have less than one year paid employment as teachers.

Please mark one choice in each row.

All teachers new to this school

Only teachers new to teaching

None

a) Formal induction programme

☐☐☐

b) Informal induction activities

☐☐☐

PQ_33_en-NZ

Which of the following provisions are included in teacher induction at this school?

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

	<input type="checkbox"/>	<input type="checkbox"/>
e) Supervision by principal and/or experienced teachers	<input type="checkbox"/>	<input type="checkbox"/>
f) Networking/collaboration with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g) Team teaching with experienced teachers	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

PQ_34_en-NZ

Do teachers at this school have access to a mentoring programme?

'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.

Please mark one choice.

- ☐ Yes, but only teachers who are new to teaching, i.e. have less than one year paid employment as a teacher, have access.
- ☐ Yes, all teachers who are new to this school have access.
- ☐ Yes, all teachers at this school have access.
- ☐ No, at present there is no access to a mentoring programme for teachers in this school.

PQ_35_en-NZ

Is the mentor's main subject(s) or learning area(s) the same as that of the teacher being mentored?

Please mark one choice.

- ☐ Yes, most of the time
 - ☐ Yes, sometimes
 - ☐ No, rarely or never
-

PQ_37_en-NZ

On average, how often is each individual teacher formally appraised in this school by the following people?

'Formal appraisal' is defined as when a teacher's work is formally reviewed by the principal, an external assessor or by his or her colleagues (e.g. as part of a formal performance management system, involving set procedures and criteria), in contrast to a more informal approach (e.g. through informal discussions).

If none of the response choices reflect this school's situation, please choose the one that is closest to it.

Please mark one choice in each row.

Never	Less than once per year	Once per year	Twice or more per year
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a) Principal

☐☐☐☐

b) Other members of the school management team

☐☐☐☐

c) Assigned mentors

☐☐☐☐

d) Teachers (who are not part of the school management team)

☐☐☐☐

e) External individuals or bodies (e.g. assessors, or other persons from outside the school)

☐☐☐☐

PQ_38_en-NZ

Who uses the following types of information as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

External
individuals
or bodies

Principal

Member(s)
of the
school
manage-
ment team

Assigned
mentors

Other
teachers
(not a part
of the
school
manage-
ment
team)

Not used in
this school

a) Observations of classroom teaching

☐☐☐☐☐☐

b) Student survey responses related to teaching

☐☐☐☐☐☐

c) Assessments of teachers' content knowledge

☐☐☐☐☐☐

d) Students' external results (e.g. national test scores)

☐☐☐☐☐☐

e) School-based and classroom-based results (e.g. performance results, project results, test scores)

☐☐☐☐☐☐

f) Self-assessments of teachers' work (e.g. presentation of a portfolio assessment, analysis of teaching using video)

☐☐☐☐☐☐

PQ_39_en-NZ

Please indicate the frequency that each of the following occurs in this school following a formal teacher appraisal.

Please mark one choice in each row.

Never

Sometimes

Most of the time

Always

a) Measures to remedy any weaknesses in teaching are discussed with the teacher.

☐☐☐☐

b) A development/training plan is developed.

☐☐☐☐

c) Material sanctions such as reduced annual increases in pay are imposed.

☐☐☐☐

d) A mentor is appointed to help the teacher improve his/her teaching.

☐☐☐☐

e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities)

☐☐☐☐

f) An increase in a teacher's salary or a payment of a financial bonus

☐☐☐☐

g) A change in the likelihood of a teacher's career advancement

☐☐☐☐

h) Dismissal or non-renewal of contract

☐☐☐☐

PQ_Headline_School_Climate_en-NZ

School Climate

PQ_43 (Version A)_en-NZ

In this school, how often do the following occur amongst students?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) Vandalism and theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Intimidation or bullying among students (or other forms of verbal abuse) on school grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Online intimidation or bullying among students (or other forms of verbal abuse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) Physical injury caused by violence among students

☐☐☐☐☐

e) Intimidation or verbal abuse of teachers or staff on school grounds

☐☐☐☐☐

f) Online intimidation or verbal abuse of teachers or staff

☐☐☐☐☐

g) Use/possession of drugs and/or alcohol

☐☐☐☐☐

PQ_Headline_Schooling_Environments_en-NZ

Schooling in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity. 'Diversity' refers to the recognition of and appreciation for differences in the ethnic, cultural or socio-economic backgrounds, gender identities and learning needs of students and staff.

PQ_45_en-NZ

Does this school include students from different cultural or ethnic backgrounds?

Please mark one choice.

☐ Yes

☐ No

PQ_47_en-NZ

In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) It is important to be responsive to differences in students' cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is important for students to learn that people from other cultures can have different values.				

☐☐☐☐

c) Respecting other cultures is something that children and young people should learn as early as possible.

☐☐☐☐

d) Children and young people should learn that people of different cultures have a lot in common.

☐☐☐☐

e) Schools should encourage students from different socio-economic backgrounds to work together.

☐☐☐☐

f) Students should learn to oppose gender discrimination.

☐☐☐☐

g) It is important to treat all students equally regardless of their gender.

☐☐☐☐

h) It is important to treat students from all socio-economic backgrounds in the same manner.

☐☐☐☐

i) A class with a high proportion of students with learning support needs enriches learning experiences.

☐☐☐☐

j) Students should feel comfortable to express their diverse sexual orientations and gender identities at school.

☐☐☐☐

PQ_Headline_Edu_Sustain_en-NZ

Education and Environmental Sustainability

The following section includes questions about school policies and practices concerned with environmental 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.

PQ_48_en-NZ

Thinking about your role as a principal in supporting education about environmental sustainability, 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) It is important for me as a principal to address environmental sustainability with the curriculum.

☐☐☐☐

- b) I have the resources I need to develop a school strategy on including environmental sustainability in the curriculum.

☐☐☐☐

- c) I am confident supporting teachers so that they can teach about environmental sustainability.

☐☐☐☐

- d) It is just too difficult for someone like me to do much about environmental sustainability.

☐☐☐☐

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

☐☐☐☐

f) I attend to students' concern about the future of our environment.

☐☐☐☐

g) I encourage teachers to empower students to take action on climate change.

☐☐☐☐

h) I encourage teachers to teach about climate change across different subjects.

☐☐☐☐

PQ_51_en-NZ

In your view, to what extent are the following barriers for teaching about climate change in this school?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Teachers think it is not related to the subject(s) they teach.

☐☐☐☐

b) Teachers think students are too young.

☐☐☐☐

c) Teachers don't know enough about it.

☐☐☐☐

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

☐☐☐☐

e) Teachers don't believe in it.

☐☐☐☐

f) Our school does not allow it.

☐☐☐☐

g) Teachers think students have already learned about it in school.

☐☐☐☐

h) The curriculum is not flexible enough.

☐☐☐☐

i) The curriculum does not mandate it be taught.

☐☐☐☐

j) Assessments do not include it.

☐☐☐☐

How concerned are you personally about climate change?

Please mark one choice.

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

PQ_53_en-NZ

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.

PQ_Hheadline_Occupational_Perc_en-NZ

Occupational Perceptions

PQ_54_en-NZ

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

Please write a number.

Years

PQ_55_en-NZ

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 teacher appraisal and feedback work to do

☐☐☐☐

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

☐☐☐☐

c) Having extra duties due to absent school staff

☐☐☐☐

d) Being held responsible for students' achievement

☐☐☐☐

e) Maintaining school discipline

☐☐☐☐

f) Being intimidated or verbally abused by students

☐☐☐☐

g) Keeping up with changing requirements from local or national authorities (e.g. Ministry of Education)

☐☐☐☐

h) Addressing parent or guardian concerns

☐☐☐☐

i) Accommodating students with learning support needs

☐☐☐☐

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

☐☐☐☐

k) Having to adapt this school's practices due to unexpected disruptions
(e.g. natural disasters, public health emergencies/pandemics,
humanitarian crises)

☐☐☐☐

PQ_56_en-NZ

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 this profession clearly outweigh the disadvantages.

☐☐☐☐

b) If I could decide again, I would still choose this job/position.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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.

☐☐☐☐

PQ_57_en-NZ

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 from my work.

☐☐☐☐

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

☐☐☐☐

c) I am satisfied with the support that I receive from the staff in this school.

☐☐☐☐

d) I need more support from local or national authorities.

☐☐☐☐

e) I cannot influence decisions that are important for my work.

☐☐☐☐

PQ_Headline_End_en-NZ

This is the end of the questionnaire.

Thank you very much for your participation!

Please ensure you have completed all questions and then exit the browser window.

PQ_Introduction_ADL_en-NZ

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). New Zealand, 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.

Because TALIS is an international survey, it is possible that some questions do not fit very well within our 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 you may withdraw at any time.

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school.
- If you do not have the information to answer particular questions, please consult other persons in this 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 ensure you have completed all questions and then exit the browser window.

- If 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 contacting: Rachel Borthwick, Hannah Bennett, Dulani Sooriyaarachchi or Liam Urbicht by email at info.talis@education.govt.nz or Freephone 0800 470 008 during business hours.

Thank you very much for your participation!

PQ_12_ADL_en-NZ

Which best describes this school's location?

Please mark one choice.

- ☐ Rural area (up to 3,000 people)
- ☐ Small town (3,001 to 15,000 people)
- ☐ Town (15,001 to 40,000 people)
- ☐ Palmerston North, Napier, Porirua, Invercargill, Nelson or Upper Hutt (40,001 to 100,000 people)
- ☐ Tauranga, Dunedin, Hamilton, Wellington, Lower Hutt, or Christchurch (100,001 to 1,000,000 people)

☐ Auckland Super-city (more than 1,000,000 people)

PQ_17_ADL_en-NZ

Are the following year levels and/or programmes taught in this school?

Please mark one choice in each row.

	Yes	No
a) Early learning	<input type="checkbox"/>	<input type="checkbox"/>
b) Years 0 to 6	<input type="checkbox"/>	<input type="checkbox"/>
c) Years 7, 8, 9 or 10	<input type="checkbox"/>	<input type="checkbox"/>
d) Years 11 to 13 general education programmes	<input type="checkbox"/>	<input type="checkbox"/>
e) Years 11 to 13 vocational or technical education programmes		

☐☐

PQ_46_ADL_en-NZ

In this school, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

Yes

No

- a) Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. kapa haka or other cultural or artistic groups)

☐☐

- b) Organising multicultural events (e.g. cultural diversity day)

☐☐

- c) Teaching students how to deal with ethnic and cultural discrimination

☐☐

- d) Adopting teaching and learning practices that integrate global issues throughout the curriculum

☐☐

e) Including books and pictures featuring people from a variety of ethnic and cultural groups

☐☐

f) Employing teachers that are representative of the diverse backgrounds of students and/or their families

☐☐

g) Providing additional support for students with learning support needs

☐☐

h) Teaching students to be inclusive of different socio-economic backgrounds

☐☐

i) Explicit policies against gender discrimination

☐☐

j) Explicit policies against socio-economic discrimination

☐☐

k) Providing additional support for students from disadvantaged backgrounds

☐☐

l) Promoting a safe school climate for students of diverse sexual orientation and gender identity

☐☐

m) Students learn about the indigenous histories/cultures of New Zealand

☐☐

n) Students learn about the cultures (e.g. values, customs, or arts) of diverse ethnic and cultural groups that live in New Zealand

☐☐

o) Adopting a range of approaches to multicultural education (e.g. teamwork, peer to peer learning, problem based learning, music, art)

☐☐

PQ_41_ADL_en-NZ

To what extent do the following statements apply to this school?

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Teachers understand the curricular goals.

☐☐☐☐

b) Teachers succeed in implementing the curriculum.

☐☐☐☐

c) Teachers hold high expectations for student achievement.

☐☐☐☐

d) Parents or guardians support student achievement.

☐☐☐☐

e) Parents or guardians are involved in school activities.

☐☐☐☐

f) Students have a desire to do well in school.

☐☐☐☐

g) Students harass their peers who excel in school.

☐☐☐☐

h) The school co-operates with the local community.

☐☐☐☐

i) The school works with the community to develop a local curriculum.

☐☐☐☐

j) The school works with iwi (and/or hapū, marae, mana whenua) to develop a local curriculum.

☐☐☐☐

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) I make the important decisions on my own.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

g) This school encourages staff to lead new initiatives.

☐☐☐☐

h) Teachers can rely on each other.

☐☐☐☐

i) This school integrates te reo Māori into the learning of all ākonga.

☐☐☐☐

PQ_42_ADL_en-NZ

To what extent is this school's capacity to provide quality instruction 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) Shortage of qualified teachers

☐☐☐☐

b) Shortage of teachers with competence in teaching students with learning support needs

☐☐☐☐

c) Shortage of vocational teachers

☐☐☐☐

d) Shortage or inadequacy of instructional materials (e.g. textbooks)

☐☐☐☐

e) Shortage or inadequacy of digital resources and tools for instruction

☐☐☐☐

f) Insufficient Internet access

☐☐☐☐

g) Shortage or inadequacy of library materials

☐☐☐☐

h) Shortage of support personnel

☐☐☐☐

i) Shortage or inadequacy of teaching space (e.g. classrooms)

☐☐☐☐

j) Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting)

☐☐☐☐

k) Shortage of teachers with competence in teaching students in a multicultural or multilingual setting

☐☐☐☐

l) Shortage of teachers with competence in teaching students from socio-economically disadvantaged homes

☐☐☐☐

m) Shortage or inadequacy of necessary materials to train vocational skills

☐☐☐☐

n) Shortage or inadequacy of time for instructional leadership

☐☐☐☐

o) Insufficient utilities (e.g. drinking water, electricity, and sewage/sanitation)

☐☐☐☐

p) Shortage of teachers skilled in teaching te reo Māori

☐☐☐☐

PQ_08_ADL_en-NZ

During the last 12 months, did you participate in any of the following professional learning activities aimed at you as a principal?

Professional learning is defined as activities that aim to develop an individual's professional skills, knowledge and expertise.

Please mark one choice in each row.

Yes, in person	Yes, virtual or online	Yes, in person <u>and</u> virtual/ online	No
a) Courses/seminars/workshops about subject matter, teaching methods or pedagogical topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Courses/seminars/workshops about leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Education conferences where teachers, principals and/or researchers present their research or discuss educational issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Peer and/or self-observation and coaching as part of a formal arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Formal or informal principal networks for the purpose of professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) Self-initiated learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Courses/seminars/workshops on developing a strategy for the use of digital resources and tools for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Training or development related to participating in a Community of Learning Kāhui Ako	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Māori language and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PQ_10_ADL_en-NZ

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 new developments in leadership research and theory

☐☐☐☐

b) Knowledge and understanding of current national/local policies on education

☐☐☐☐

c) Using data for improving the quality of the school

☐☐☐☐

d) Designing the school curriculum

☐☐☐☐

e) Designing professional learning for/with teachers

☐☐☐☐

f) Observing classroom teaching

☐☐☐☐

g) Providing effective feedback

☐☐☐☐

h) Promoting equity and diversity

☐☐☐☐

i) Developing collaboration among teachers

☐☐☐☐

j) School management (e.g. human resource management, financial management)

☐☐☐☐

k) Developing a strategy for the use of digital resources and tools for teaching

☐☐☐☐

l) Knowledge and understanding of environmental sustainability

☐☐☐☐

m) Promoting staff well-being

☐☐☐☐

n) Collaborating with other schools and principals

☐☐☐☐

o) Māori language and culture

☐☐☐☐

Please indicate how frequently you engaged in the following activities in this school during the last 12 months.

Please mark one choice in each row.

Never or rarely

Sometimes

Often

Very often

a) I collaborated with teachers to solve classroom discipline problems.

☐☐☐☐

b) I observed teaching in the classroom.

☐☐☐☐

c) I provided feedback to teachers based on my observations.

☐☐☐☐

d) I took actions to support co-operation among teachers to develop new teaching practices.

☐☐☐☐

e) I took actions to ensure that teachers take responsibility for improving their teaching skills.

☐☐☐☐

f) I took actions to ensure that teachers feel responsible for their students' learning outcomes.

☐☐☐☐

g) I provided parents or guardians with information on the school and student performance.

☐☐☐☐

h) I reviewed school administrative procedures and reports.

☐☐☐☐

i) I resolved problems with the lesson timetable in this school.

☐☐☐☐

j) I collaborated with principals from other schools on challenging work tasks.

☐☐☐☐

k) I worked on a professional learning plan for this school.

☐☐☐☐

l) I used student results to develop the school's educational goals.

☐☐☐☐

PQ_21_AXL_02_en-NZ

Please estimate the broad percentage of Year 1, 2, 3, 4, 5 or 6 students in this school who have the following characteristics.

Students may fall into multiple categories.

'Students with learning support needs' are those for whom an additional learning 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.

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

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 first language is different from the language of instruction						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students with learning support needs						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students from socio-economically disadvantaged homes						

☐☐☐☐☐☐☐

e) Male students

☐☐☐☐☐☐☐

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

☐☐☐☐☐☐☐

g) Students who are refugees

☐☐☐☐☐☐☐

PQ_21_ADL_en-NZ

Please estimate the broad percentage of Year 7, 8, 9 or 10 students in this school who have the following characteristics.

Students may fall into multiple categories.

'Students with learning support needs' are those for whom an additional learning 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.

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

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.

[illegible]

g) Students who are refugees

☐☐☐☐☐☐☐

PQ_21_a_en-NZ

During the past month, how did students participate in lessons at this school?

Please mark one choice in each row.

In no lessons

In some lessons

In all lessons

a) All students participated in person.

☐☐☐

b) All students participated online.

☐☐☐

c) Some students participated in person while others participated online.

☐☐☐

PQ_Start_en-NZ



Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2024

PQ_53_a_en-NZ

In your experience as a principal 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.

☐☐☐☐