



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

**Teaching and Learning International Survey (TALIS) 2024**

## **Teacher Questionnaire**

Main Survey Version

English

**TALIS National Team: Data and Insights, Te Pae Aronui**

Ministry of Education

PO Box 1666

Wellington 6140

### **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

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## TQ\_Headline\_Background\_en-NZ

### 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 numbers where necessary.*

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## TQ\_01\_en-NZ

### What is your gender?

*Please mark one choice.*

☐

Female

☐

Male

☐

Another gender

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## TQ\_02\_en-NZ

## How old are you?

*Please write a number.*

 Years

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## TQ\_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

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## TQ\_04\_en-NZ

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

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

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

*Please mark one choice.*

☐ A regular teacher education or training programme

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

☐ Subject-specific education or training only

☐ I have another formal qualification not listed above.

☐ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.

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## TQ\_05\_en-NZ

**In which year did you complete your first teaching qualification?**

*An approximate year is sufficient.*

*Please write in a year.*

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## TQ\_06\_en-NZ

**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) or learning area(s) I teach.

☐☐☐☐

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

☐☐☐☐

c) It included enough time for classroom observations.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

f) Overall, its quality was high.

☐☐☐☐

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## TQ\_08\_en-NZ

### 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

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**TQ\_Headline\_Current\_Work\_en-NZ**

## **Current Work**

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**TQ\_09\_en-NZ**

**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)

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

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

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**TQ\_10\_en-NZ**

**Do you currently work as a teacher of Year 7, 8, 9 or 10 at another school?**

*Please mark one choice.*

☐ Yes

☐ No

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**TQ\_11\_en-NZ**

**If 'Yes' in the previous question, please indicate at how many other schools you currently work as a Year 7, 8, 9 or 10 teacher.**

*Please write a number.*

School(s)

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**TQ\_12\_en-NZ**

**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, >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)
- 

## TQ\_13\_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.*

*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)

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

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## TQ\_14\_en-NZ

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

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

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

*Round to the nearest whole hour.*

Hours in total

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## TQ\_15\_en-NZ

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

*Please only count actual teaching time.*

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

*Round to the nearest whole hour.*

Hours teaching

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## TQ\_16\_en-NZ

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

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

*Rough estimates are sufficient.*

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

*Round to the nearest whole hour.*

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

Hours

b) Team work and dialogue with colleagues within this school

Hours

c) Marking/correcting of student work

Hours

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

Hours

e) Participation in school management

Hours

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

Hours

g) Professional learning activities

Hours

h) Communication and co-operation with parents or guardians

Hours

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

Hours

- j) Other work tasks

Hours

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## TQ\_Headline\_Professional\_Learning\_en-NZ

### Professional Learning

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

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

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## TQ\_17\_en-NZ

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

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

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

*Please mark one choice in each row.*

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

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## TQ\_19\_en-NZ

**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.

☐☐

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## TQ\_22 (LRN)\_en-NZ

**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\_25 (LRN)\_en-NZ

**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.

☐☐☐☐

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**TQ\_Headline\_Teaching\_in\_General\_en-NZ**

**Teaching in General**

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## TQ\_26\_en-NZ

**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
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a) Teach jointly as a team in the same class/classroom

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) Observe other teachers' classes and provide feedback

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c) Engage in joint activities across different classes and age groups (e.g. projects)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d) Exchange teaching materials with colleagues

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

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

☐☐☐☐☐☐

f) Work with other teachers in my 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

☐☐☐☐☐☐

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## TQ\_27\_en-NZ

**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

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Vary teaching strategies in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Support student learning through the use of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Help every student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Reduce achievement gaps among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Support students' social and emotional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Support students' learning about environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## TQ\_27 (ISCED1)\_en-NZ

**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 teaching 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

☐☐☐☐

r) Help children prepare for starting primary school

☐☐☐☐

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## TQ\_29\_en-NZ

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

*Please mark as many choices as appropriate.*

☐

English

☐

Te reo Māori

☐

Samoan

☐

Chinese

☐

Hindi

☐

Other, please specify

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## TQ\_30 (Version A)\_en-NZ



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

*Please mark one choice in each row.*

Strongly disagree

Disagree

Agree

Strongly agree

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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## TQ\_33\_en-NZ

## 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, assessors or other persons from outside the school.*

*Please mark as many choices as appropriate in each row.*

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

☐☐☐☐

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## TQ\_33\_Skip\_en-NZ

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

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## TQ\_34\_en-NZ

**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 subject(s) or learning area(s)

☐☐

b) Pedagogical competencies in teaching my subject(s) or learning area(s)

☐☐

c) Use of student assessments to improve student learning

☐☐

d) Classroom management for student behaviour

☐☐

e) Methods for teaching students with learning support needs

☐☐

f) Methods for teaching in a multicultural or multilingual setting

☐☐

g) Methods for teaching with digital resources and tools

☐☐

h) Methods for supporting students' social and emotional learning

☐☐

i) Methods for engaging students with environmental sustainability concepts

☐☐

## 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 education on social and emotional skills to students.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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## TQ\_37\_en-NZ

## 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) or learning area(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 using digital resources and tools

☐☐☐☐

g) Learn to use technology that is new to me

☐☐☐☐

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## TQ\_38\_en-NZ

**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 help students develop greater interest in learning.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

e) The use of digital resources and tools limit the amount of personal 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 help students collaborate on tasks efficiently.

☐☐☐☐

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## TQ\_Headline\_Education\_and\_Sustainability\_en-NZ

### Education and Environmental Sustainability

*The following section includes questions related to 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.*

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## TQ\_39\_en-NZ

### **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

☐☐☐☐

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**TQ\_40\_en-NZ**

**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 teaching about climate change.

☐☐☐☐

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

☐☐☐☐

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## TQ\_41\_en-NZ

**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-NZ

**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) or learning area(s) I teach.

☐☐

b) Students are too young.

☐☐

c) I don't know enough about it.

☐☐

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

☐☐

e) I don't believe in climate change.

☐☐

f) My school management team does not allow it.

☐☐

g) Students have already learned about it in school.

☐☐

h) The curriculum is not flexible enough.

☐☐

i) Assessments do not include climate change.

☐☐

j) Other

☐☐

**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-NZ**

**How concerned are you personally about climate change?**

*Please mark one choice.*

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

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## TQ\_45\_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.*

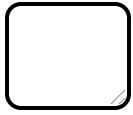
- ☐ The world's climate has not been changing.
- ☐ The world's climate has been changing mostly due to natural processes.
- ☐ The world's climate has been changing about equally due to natural processes and human activity.
- ☐ The world's climate has been changing mostly due to human activity.
- ☐ I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

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## TQ\_46\_en-NZ

**How many students are currently enrolled in this target class?**

*Please write a number.*



Students

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## TQ\_48\_en-NZ

**Into which subject category does this target class primarily fall?**

*Please mark one choice.*

- ☐ Reading, writing and literature  
*Includes reading and writing in English or te reo Māori, or in English for speakers of other languages; public speaking, literature and other language skills*
- ☐ 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, New Zealand studies, social sciences, ethical thinking, philosophy*
- ☐ Modern foreign languages  
*Includes languages other than English or te reo Māori*
- ☐ Ancient Greek and/or Latin



Technology

- ☐ *Includes 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, outdoor education, gymnastics, dance, health*

Religion and/or ethics

- ☐ *Includes religion, history of religions, 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

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**TQ\_49\_en-NZ**

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

*Please mark one choice.*

- ☐ Yes

☐ Somewhat

☐ No

---

## TQ\_50\_en-NZ

**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-NZ

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

*Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

Never or almost never	Occasionally	Frequently	Always	
a) I present a summary of recently learned content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I set goals at the beginning of a lesson or a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I explain what I expect the students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I explain how new and old topics are related.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I present tasks for which there is no obvious solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

☐☐☐☐

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\_53\_en-NZ

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

*Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

Never or almost  
never

Occasionally

Frequently

Always

- a) Use digital resources and tools to present information through direct instruction

☐☐☐☐

- b) Replace printed materials with digital versions

☐☐☐☐

- c) Provide digital feedback on student work

☐☐☐☐

d) Download lesson plans from the Internet for use in classroom

☐☐☐☐

e) Use digital resources and tools to enable collaboration with other classrooms, schools, or experts outside of this school

☐☐☐☐

f) Use digital resources and tools to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work)

☐☐☐☐

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

☐☐☐☐

## TQ\_54\_en-NZ

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

*Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

	Never or almost never	Occasionally	Frequently	Always
a) I administer an assessment at the end of a unit or block of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I give a mark, e.g. numeric score, letter grade, smiley face to communicate to students how they performed in relation to their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I provide oral or written feedback to indicate areas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I ask students to assess their own progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

☐☐☐☐

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

☐☐☐☐

---

## TQ\_55\_en-NZ

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

*Please mark one choice in each row.*

Not at all

To some extent

Quite a bit

A lot

a) There is much disruptive noise and disorder.

☐☐☐☐

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

☐☐☐☐

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



☐☐☐☐

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

☐☐☐☐

---

## TQ\_56\_en-NZ

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

*Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

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-NZ

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

*Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

Never or almost  
never

Occasionally

Frequently

Always

a) I let students review multiple examples to practice 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 practicing 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-NZ

**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. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

No autonomy

Limited autonomy

Substantial  
autonomy

Full autonomy

a) Implementing the curriculum in a flexible way

☐☐☐☐

b) Selecting teaching methods and strategies

☐☐☐☐

c) Choosing assessment activities

☐☐☐☐

d) Selecting learning objectives

☐☐☐☐

e) Designing and preparing lessons

☐☐☐☐

---

## TQ\_59\_en-NZ

**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. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.*

Not at all

To some extent

Quite a bit

A lot

a) Presenting the content in a comprehensible way

☐☐☐☐

b) Engaging students in work that challenges them

☐☐☐☐

c) Providing students with feedback to support their learning

☐☐☐☐

d) Offering students opportunities to practise what they learned

☐☐☐☐

e) Adapting teaching to meet the different needs of students

☐☐☐☐

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

☐☐☐☐

g) Managing student behaviour

☐☐☐☐

---

## TQ\_60\_en-NZ

**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

☐☐☐☐

b) Bad acoustics (hard to hear)

☐☐☐☐

c) Inability to control the heating system

☐☐☐☐

d) Poor air quality

☐☐☐☐

e) Inability to adjust the air cooling

☐☐☐☐

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

☐☐☐☐

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**TQ\_61\_en-NZ**

**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"/>

---

**TQ\_62\_en-NZ**

**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) Empathising 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-NZ**



*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-NZ

**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

☐☐☐☐

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## TQ\_67 (F)\_en-NZ

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

**What would you do?**

*Please mark one choice in each row.*

Would not do

Probably would not  
do

Probably would do

Would do

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

d) Other

☐☐☐☐

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**TQ\_Headline\_School\_Climate\_en-NZ**

**School Climate**

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**TQ\_69\_en-NZ**

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

*Please mark one choice in each row.*

Strongly disagree

Disagree

Agree

Strongly agree

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

g) This school encourages staff to lead new initiatives.

☐☐☐☐

h) Teachers can rely on each other.

☐☐☐☐

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

☐☐☐☐

j) Teachers initiate and lead collaborative activities.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

*Please mark one choice in each row.*

Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers and students usually get on well with each other.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Most teachers believe that the students' well-being is important.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Most teachers are interested in what students have to say.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) If a student needs extra assistance, the school provides it.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**TQ\_71\_en-NZ**

**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.

☐☐☐☐

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## TQ\_73\_en-NZ

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

*Please mark one choice in each row.*

Strongly disagree

Disagree

Agree

Strongly agree

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

☐☐☐☐

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



☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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## TQ\_74\_en-NZ

**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\_75\_en-NZ

**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 that students could turn to if they were discriminated against because of their ethnicity.

☐☐☐☐

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

☐☐☐☐

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## TQ\_76\_en-NZ

**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.

☐☐☐☐

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**TQ\_Headline\_Occupational\_Perceptions\_en-NZ**

**Occupational Perceptions**

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# TQ\_77\_en-NZ

## 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.

☐☐☐☐

h) I like working with children/adolescents.

☐☐☐☐

i) Teaching allows me to exercise autonomy.

☐☐☐☐

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**TQ\_78\_en-NZ**

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

*Please write a number.*

Years

---

**TQ\_79\_en-NZ**

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

*Please mark one choice in each row.*

	Not at all likely	Not very likely	Likely	Very likely
a) A non-teaching position within education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A job outside of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Further education or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Personal or family reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Retirement from work sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My job leaves me time for my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My job negatively impacts my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My job negatively impacts my physical health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**TQ\_81\_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 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 local or national authorities (e.g. Ministry of Education)

☐☐☐☐

j) Addressing parent or guardian concerns

☐☐☐☐

k) Modifying lessons for students with learning support needs

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

p) Keeping up with professional learning

☐☐☐☐

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## TQ\_82\_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 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.

☐☐☐☐

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## TQ\_83\_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 for my work.

☐☐☐☐

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

☐☐☐☐

c) Teachers are valued by students in this school.

☐☐☐☐

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

☐☐☐☐

e) Teachers' views are valued by policymakers in New Zealand.

☐☐☐☐

f) Teachers can influence educational policy in New Zealand.

☐☐☐☐

g) Teachers are valued in the media in New Zealand.

☐☐☐☐

## 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.

☐☐☐☐

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## TQ\_85 (Version A)\_en-NZ

**Thinking about education at Year 7, 8, 9 or 10 as a whole, what is your single most important recommendation to stakeholders or policy makers in New Zealand?**

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**TQ\_Headline\_Teacher\_Mobility\_en-NZ**

## **Teacher Mobility**

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**TQ\_86 (optional)\_en-NZ**

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

*Please mark one choice in each row.*

Yes

No

a) As a student, as part of my teacher education or training

☐☐

b) As a teacher in an EU programme (e.g. Erasmus+ programme/Comenius)	<input type="checkbox"/>	<input type="checkbox"/>
c) As a teacher in a regional or national programme	<input type="checkbox"/>	<input type="checkbox"/>
d) As a teacher, as arranged by a school or school district	<input type="checkbox"/>	<input type="checkbox"/>
e) As a teacher, by my own initiative	<input type="checkbox"/>	<input type="checkbox"/>

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# TQ\_87 (optional)\_en-NZ

**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-NZ**

**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-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.

---

## TQ\_20 (LRN)\_ADL\_en-NZ

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

*Please mark one choice in each row.*

Yes, in-person

Yes, virtual or  
online

Yes, in person and  
virtual/ online

No

a) Courses/seminars/workshops

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

d) Visits to other schools to inform my teaching

☐☐☐☐

e) Visits to business premises, public organisations, or non-governmental organisations related to my teaching

☐☐☐☐

f) Reflections on lesson observations

☐☐☐☐

g) Coaching as part of a formal school arrangement

☐☐☐☐

h) Community of Learning | Kāhui Ako-based teacher networks for the purpose of professional learning

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Formal or informal teacher networks for the purpose of professional learning but <u>not</u> based in a Community of Learning   Kāhui Ako	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Self-initiated learning activities	<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"/>

## TQ\_18\_ADL\_en-NZ

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

☐☐

i) Reduced teaching load while a beginning teacher

☐☐

j) Reduced teaching load while not a beginning teacher

☐☐

k) General/administrative introduction

☐☐

l) Observing teachers at this school

☐☐

---

## TQ\_07\_ADL\_en-NZ

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

*Please mark one choice in each row.*

Not at all

To some extent

Quite a bit

A lot

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

☐☐☐☐

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

☐☐☐☐

c) General pedagogy

☐☐☐☐

d) Classroom practice in some or all subject(s) or learning area(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 with environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Integrating the principles of Te Tiriti o Waitangi in my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Affirming the language, culture, and identity of students in my class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

## TQ\_07 (ISCED1)\_ADL\_en-NZ

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

*Please mark one choice in each row.*

Not at all

To some extent

Quite a bit

A lot

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

☐☐☐☐

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

☐☐☐☐

c) General pedagogy

☐☐☐☐

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

☐☐☐☐

e) Teaching in a multicultural or multilingual setting

☐☐☐☐

f) Use of digital resources and tools for teaching

☐☐☐☐

g) Supporting students' social and emotional development

☐☐☐☐

h) Engaging students with environmental sustainability



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Promoting play and peer interaction			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Supporting children's transitions from early learning to primary school			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Integrating the principles of Te Tiriti o Waitangi in my teaching			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Affirming the language, culture, and identity of students in my class(es)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

## TQ\_21 (LRN)\_ADL\_en-NZ

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

*'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.*

*'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.*

*'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(s) or learning area(s)	<input type="checkbox"/>	<input type="checkbox"/>
b) The pedagogy of the subject(s) or learning area(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	<input type="checkbox"/>	<input type="checkbox"/>
f) Technical skills for the use of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>

g) Using artificial intelligence for teaching and learning

☐☐

h) Classroom management for student behaviour

☐☐

i) School management and administration

☐☐

j) Approaches to individualised learning

☐☐

k) Teaching students with learning support 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	<input type="checkbox"/>	<input type="checkbox"/>
q) Integrating the principles of Te Tiriti o Waitangi in my teaching	<input type="checkbox"/>	<input type="checkbox"/>
r) Māori language and culture	<input type="checkbox"/>	<input type="checkbox"/>
s) Other	<input type="checkbox"/>	<input type="checkbox"/>

---

# TQ\_21 (ISCED1) (LRN)\_ADL\_en-NZ

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

*'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.*

*'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.*

*'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(s) or learning area(s)	<input type="checkbox"/>	<input type="checkbox"/>
b) The pedagogy of the subject(s) or learning area(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	<input type="checkbox"/>	<input type="checkbox"/>
f) Technical skills for the use of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>
g) Using artificial intelligence for teaching and learning		

☐☐

h) Classroom management for student behaviour

☐☐

i) School management and administration

☐☐

j) Approaches to individualised learning

☐☐

k) Teaching students with learning support 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

	<input type="checkbox"/>	<input type="checkbox"/>
q) Play and peer interaction	<input type="checkbox"/>	<input type="checkbox"/>
r) Children transitioning from early learning to primary school	<input type="checkbox"/>	<input type="checkbox"/>
s) Integrating the principles of Te Tiriti o Waitangi in my teaching	<input type="checkbox"/>	<input type="checkbox"/>
t) Māori language and culture	<input type="checkbox"/>	<input type="checkbox"/>
u) Other	<input type="checkbox"/>	<input type="checkbox"/>

---

## TQ\_24 (LRN)\_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 my subject(s) or learning area(s)

☐☐☐☐

b) The pedagogy of the subject(s) or learning area(s) I teach

☐☐☐☐

c) Knowledge of the curriculum

☐☐☐☐

d) Student assessment practices

☐☐☐☐

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 individualised learning

☐☐☐☐

k) Teaching students with learning support 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) Integrating the principles of Te Tiriti o Waitangi in my teaching

☐☐☐☐

r) Māori language and culture

☐☐☐☐

---

## TQ\_24 (ISCED1) (LRN)\_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 my subject(s) or learning area(s)

☐☐☐☐

b) The pedagogy of the subject(s) or learning area(s) I teach

☐☐☐☐

c) Knowledge of the curriculum

☐☐☐☐

d) Student assessment practices

☐☐☐☐

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 individualised learning

☐☐☐☐

k) Teaching students with learning support 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Methods for supporting students' social and emotional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Knowledge and understanding of environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Play and peer interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Children transitioning from early learning to primary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Integrating the principles of Te Tiriti o Waitangi in my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Māori language and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**TQ\_23 (Version C) (LRN)\_ADL\_en-NZ**

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

*Please mark one choice in each row.*

Not at all

To some extent

Quite a bit

A lot

a) Builds on my prior knowledge

☐☐☐☐

b) Adapts to my personal development needs

☐☐☐☐

c) Provides a coherent structure

☐☐☐☐

d) Focuses on content needed to teach my subject

☐☐☐☐

e) Provides opportunities for my active learning

☐☐☐☐

f) Provides opportunities for collaborative sharing of ideas

☐☐☐☐

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

☐☐☐☐

h) Provides opportunities for reflection about my teaching

<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"/>
m) Involves colleagues from my Community of Learning   Kāhui Ako			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

## TQ\_31\_ADL\_en-NZ

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

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

*Please mark one choice in each row.*

Not at all

To some extent

Quite a bit

A lot

- a) Work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with learning support needs in the classroom

☐☐☐☐

- b) Get parents/guardians involved in school activities of their children with learning support needs

☐☐☐☐

- c) Collaborate with other professionals (e.g. specialist teachers, speech-language therapists) in designing educational plans for students with learning support needs

☐☐☐☐

- d) Inform others who know little about laws and policies relating to the inclusion of students with learning support needs

☐☐☐☐

- e) Design learning tasks to accommodate students with learning support needs

☐☐☐☐

- f) Adapt assessment so that all students with learning support needs can be assessed

☐☐☐☐

- g) Affirm the language, culture, and identity of students with learning support needs

☐☐☐☐

---

## TQ\_47\_ADL\_en-NZ

**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 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.*

*'Socioeconomically 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 a 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(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

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

d) Academically gifted students

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

e) 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"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

f) Students with behavioural challenges

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

g) Students from socio-economically disadvantaged homes

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

h) Male students

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

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

☐☐☐☐☐☐☐

j) Students who are refugees

☐☐☐☐☐☐☐

---

## TQ\_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.

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.

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 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](mailto:info.talis@education.govt.nz) or Freephone 0800 470 008 during business hours.

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

**Do you currently work as a teacher of Year 1, 2, 3, 4, 5 or 6  
at another school?**

*Please mark one choice.*

☐ Yes

☐ No

---

**TQ\_11\_AXL\_01\_en-NZ**

**If 'Yes' in the previous question, please indicate at how  
many other schools you currently work as a Year 1, 2, 3, 4, 5  
or 6 teacher.**

*Please write a number.*

School(s)

---

**TQ\_85 (Version A)\_AXL\_01\_en-NZ**

**Thinking about education at Year 1, 2, 3, 4, 5 or 6 as a  
whole, what is your single most important recommendation  
to stakeholders or policy makers in New Zealand?**

---

## TQ\_Headline\_Teaching\_in\_Class\_AXL\_01\_en-NZ

### 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 exemplar 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 group with Year 1, 2, 3, 4, 5 or 6 students (or an individual student) that you taught in this school after 11.a.m. last Tuesday. Please note that if you do not teach a class with students from any of these year levels 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.*

*For general or core curriculum teachers, please focus on the specific learning area you were teaching at the time.*

---

## TQ\_Headline\_Teaching\_in\_Class\_ADL\_en-NZ

# 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 exemplar 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 group with Year 7, 8, 9 or 10 students (or an individual student) that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class with any of these year levels 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.*

*For general or core curriculum teachers, please focus on the specific learning area you were teaching at the time.*

---

**TQ\_38\_a\_en-NZ**

**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 learning support 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.

☐☐☐☐☐

---

## TQ\_39\_a\_en-NZ

**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-NZ



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

Please mark one choice in each row.

Yes

No

a) To assess or mark student work

☐☐

b) To efficiently learn about and summarise a topic

☐☐

c) To generate lesson plans or activities

☐☐

d) To support students with learning support needs

☐☐

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

☐☐

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

☐☐

g) To review data on student participation or performance

☐☐

h) To help students practise new skills in real-life scenarios (e.g. foreign language learning, creative writing, computer coding, problem solving)

☐☐

i) Other

☐☐

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## TQ\_41\_a\_en-NZ

**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 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

☐☐

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## TQ\_48 (ISCED1)\_en-NZ

**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

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*Includes reading and writing in English or te reo Māori, or in English for speakers of other languages; public speaking, literature and other language skills*

☐

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, New Zealand studies, social sciences, ethical thinking, philosophy*

## Modern foreign languages

- ☐ *Includes languages other than English or te reo Māori*

## Ancient Greek and/or Latin

## Technology

- ☐ *Includes 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, outdoor education, gymnastics, dance, health*

## Religion and/or ethics

- ☐ *Includes religion, history of religions, 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

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**TQ\_Start\_en-NZ**



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

**Teaching and Learning International Survey (TALIS) 2024**

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**TQ\_20 (LRN) (ISCED1)\_ADL\_en-NZ**

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

*Please mark one choice in each row.*

Yes, in-person

Yes, virtual or  
online

Yes, in person and  
virtual/ online

No

a) Courses/seminars/workshops

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

d) Visits to other schools to inform my teaching

☐☐☐☐

e) Reflections on lesson observations

☐☐☐☐

f) Coaching as part of a formal school arrangement

☐☐☐☐

g) Community of Learning | Kāhui Ako-based teacher networks for the purpose of professional learning

☐☐☐☐

h) Formal or informal teacher networks for the purpose of professional learning but not based in a Community of Learning | Kāhui Ako

☐☐☐☐

i) Self-initiated learning activities

☐☐☐☐

j) Other

☐☐☐☐

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## TQ\_28 (Version A)\_ADL\_en-NZ

**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) Implement the Ka Hikitia strategy in my teaching

☐☐☐☐