

## SETE PRINCIPAL SURVEY (Round Two)

### Survey flow:

- Section 1: Introduction (to be completed by all respondents)
- Section 2: Your school (to be completed by all respondents)
- Section 3: Skip Logic Question (to be completed by all respondents)
- Section 4: Graduate teachers at your school (to be completed by respondents who have teachers listed on their letter of invitation)
- Section 5: Graduate teachers – general questions (to be completed by all respondents)

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**[diane.mayer@vu.edu.au](mailto:diane.mayer@vu.edu.au)**

## SETE Principal Survey (Round Two)

### Section1: Introduction (to be completed by all respondents)



An Australian Research Council funded project investigating the effectiveness of teacher education for early career teachers in diverse settings.

*You recently received an email inviting you to participate in this survey and the email contained the name of one (or more) graduate teachers at your school. If you are participating in this survey without having received an email from the researchers, then please complete the general questions only.*

*As the Principal, you are invited to complete this survey, the second of three surveys, on the effectiveness of graduate teachers registered and teaching in Victoria or Queensland. It is part of a three year longitudinal study being conducted in partnership by Deakin University, Griffith University, the Queensland Department of Education and Training, the Victorian Department of Education and Early Childhood Development, the Victorian Institute of Teaching, and the Queensland College of Teachers. The project specifically investigates the effectiveness of teacher education for early career teachers in diverse settings.*

*In your role as Principal, you will have the knowledge to comment on graduate teachers' preparation and performance at your school. If your school is structured so that a school leader other than yourself is most knowledgeable about graduate teachers then they would be the most appropriate person to fill out this survey.*

*Your responses will directly inform state and national policy, professional regulation authorities in accrediting programs and registering teachers, and universities in the design and delivery of their teacher education programs. The survey will close on **7 December 2012**.*

*The survey should take approximately **15-20 minutes** to complete.*

*Completion of the survey is voluntary and you are free to withdraw from the research at any time. If you have any concerns or any questions about the project and your participation in it, please contact the researchers on (03) 5227 1488 or email [phillipa.hodder@deakin.edu.au](mailto:phillipa.hodder@deakin.edu.au). If you have any complaints about any aspect of the project, the way it is being conducted or any questions about your rights as a research participant contact the Office of Research Integrity, Deakin University, on 03 9251 7129 or [research-ethics@deakin.edu.au](mailto:research-ethics@deakin.edu.au) Please quote project number HEAG (AE)11-06. The relevant approvals are available from <http://www.deakin.edu.au/arts-ed/research/projects/sete.php>*

*Thank you for taking the time and effort to respond. The information you share here will remain confidential.*

Q1.1 I have read the information statement above and agree to participate in the study

Yes (1)

Q1.2 Please specify your position:

Principal (1)

School leader, please specify (2) \_\_\_\_\_

**Section 2: Your school (to be completed by all respondents)**

This section of the survey asks you to tell us about your school.

Q2.1 In which state is your school located?

- VIC (1)
- QLD (2)

Q2.2 In what sector is your school?

- Government (1)
- Catholic (2)
- Independent (3)

Answer If Q2.1 Victoria and Q2.2 Government Is Selected

Q2.3 Please select your school from the list. If your school does not appear, select 'other'.

<Select from list>

Answer If Q2.1 Queensland and Q2.2 Government Is Selected

Q2.4 Please select your school from the list. If your school does not appear, select 'other'.

<Select from list>

Answer If Q2.2 Catholic or Independent Is Selected

Q2.5 Please enter the name of your school and the suburb where it is located (e.g. St Joseph's College, Newtown).

Q2.6 Did you complete the SETE Principal Survey (Round One) between June and July this year?

- Yes (1) Skip to end of section
- No (2) Continue to Q2.7
- Unsure (3) Continue to Q2.7

Q2.7 What is your school type?

- Primary school (1)
- Secondary school (2)
- Combined primary and secondary school (3)
- Other, please specify (4) \_\_\_\_\_

Q2.8 Where is your school situated?

- Capital city (1)
- City with more than 15,000 people (2)
- City with between 3,000 and 15,000 people (3)
- Town with between 500 and 3,000 people (4)
- Town or location with fewer than 500 people (5)

Q2.9 How many equivalent full-time (EFT) teachers are employed at your school?

- 1-2 (1)
- 3-10 (2)
- 11-20 (3)
- 21-50 (4)
- 51-100 (5)
- More than 100 (6)

Q2.10 How many graduate teachers do you have employed at your school? (Include casual teachers in this count)

	None	1	2-3	4-5	6-10	More than 10
First year teachers						
Second year teachers						

Q2.11 How many students are enrolled at your school?

- Less than 50 (1)
- 50-199 (2)
- 200-449 (3)
- 450-699 (4)
- More than 700 (5)

Q2.12 What proportion of your students are of Aboriginal and/or Torres Strait Islander descent?

- 0% (1)
- 1%-5% (2)
- 6%-10% (3)
- More than 10% (4)

Q2.13 What proportion of your students have a disability?

- 0% (1)
- 1%-5% (2)
- 6%-10% (3)
- More than 10% (4)

Q2.14 What proportion of your students are from a language background other than English?

- 0% (1)
- 1%-10% (2)
- 11%-20% (3)
- 21%-40% (4)
- More than 40% (5)

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**Section 3: Skip Logic Question (to be completed by all respondents)**

Between October and November 2012 first and second teachers were invited to complete a teacher survey. Teachers from your school who completed the survey are named in your letter of invitation. If no teachers were named or you did not receive a letter of invitation, you are asked to answer general questions about graduate teachers' preparedness for teaching in your school.

Q3.1 Would you feel confident answering a short number of questions about the teachers named in your letter of invitation? These questions will be about their performance and preparedness for teaching. The teachers named have consented to this process.

- Yes, I am well positioned to answer specific questions about one or more of these teachers (1) [Go to Section 4](#)
- No, I would prefer to answer general questions about graduate teachers' preparedness and performance (2) [Go to Section 5](#)
- The individual teachers named are not employed at my school (3) [Go to Section 5](#)
- No individual teachers were named in my letter of invitation (4) [Go to Section 5](#)
- I did not receive a letter of invitation (5) [Go to Section 5](#)

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**Section 4: Graduate teachers at your school (to be completed by respondents who have teachers listed on their letter of invitation)**

Please answer the following questions for each of the teachers identified in the letter of invitation.

TEACHER 1

Q4.1 What is this teacher's name? Where possible, names are used to relate your responses to those of your graduate teachers. Responses from all respondents will remain confidential. All data will be de-identified and names will not appear in any publication stemming from the research. Graduate teachers who completed the teacher survey have consented to this process.

First name (1)

Last name (2)

Q4.2 Does this teacher hold a formal leadership position in your school (e.g. year level coordinator, curriculum coordinator, sports coordinator, student services, head of faculty/discipline)?

- Yes Please specify \_\_\_\_\_
- No

Q4.3 Thinking specifically about this teacher's performance in your school context, indicate on the scale provided how much you agree or disagree that this teacher is **effective** in the following areas:

- Know students and how they learn (1)
- Planning for and implementation of effective teaching and learning (2)
- Know the content and how to teach it (3)
- Teaching culturally, linguistically and socio-economically diverse learners (4)
- Design and implementation of curriculum (5)
- Assessment and the provision of feedback and reporting on student learning (6)
- Discipline based expertise (7)
- Use of ICT (8)
- Literacy and numeracy (9)
- Pedagogy (10)
- Creation and maintenance of supportive and safe learning environments (11)
- Classroom management (12)
- Professional engagement with parents/carers and the community (13)
- Collegiality (14)
- Professional ethics (15)
- Engagement with ongoing professional learning (16)

Response options:

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.4 Thinking specifically about this teacher's performance in your school context, indicate on the scale provided how much you agree or disagree that this teacher has been **successful** in:

- Enhancing student wellbeing
- Increasing student engagement (i.e. attendance and/or participation)
- Improving student school-based assessment data
- Improving student performance in standardised tests
- Improving student subject-matter knowledge
- Improving student skills
- Improving student understanding

Response options:

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.5 Do you have any additional comments about this teacher's influence on student learning outcomes?

<Free text response>

Q4.6 Is there a second teacher listed on the letter of invitation for whom you can answer specific questions?

- Yes (1)
- No (2)

If No is selected, then skip to Section 5

#### TEACHER 2

Q4.7 What is this teacher's name?

First name (1)

Last name (2)

Q4.8 Does this teacher hold a formal leadership position in your school (e.g. year level coordinator, curriculum coordinator, sports coordinator, student services, head of faculty/discipline)?

- Yes Please specify \_\_\_\_\_
- No



Q4.9 Thinking specifically about this teacher's performance in your school context, indicate on the scale provided how much you agree or disagree that this teacher is **effective** in the following areas:

- Know students and how they learn (1)
- Planning for and implementation of effective teaching and learning (2)
- Know the content and how to teach it (3)
- Teaching culturally, linguistically and socio-economically diverse learners (4)
- Design and implementation of curriculum (5)
- Assessment and the provision of feedback and reporting on student learning (6)
- Discipline based expertise (7)
- Use of ICT (8)
- Literacy and numeracy (9)
- Pedagogy (10)
- Creation and maintenance of supportive and safe learning environments (11)
- Classroom management (12)
- Professional engagement with parents/carers and the community (13)
- Collegiality (14)
- Professional ethics (15)
- Engagement with ongoing professional learning (16)

Response options:

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.10 Thinking specifically about this teacher's performance in your school context, indicate on the scale provided how much you agree or disagree that this teacher has been **successful** in:

- Enhancing student wellbeing
- Increasing student engagement (i.e. attendance and/or participation)
- Improving student school-based assessment data
- Improving student performance in standardised tests
- Improving student subject-matter knowledge
- Improving student skills
- Improving student understanding

Response options:

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.11 Do you have any additional comments about this teacher's influence on student learning outcomes?

<Free text response>

Q4.12 Is there a third teacher listed on the letter of invitation for whom you can answer specific questions?

- Yes (1)
- No (2)

If No is selected, then skip to Section 5

TEACHER 3

Q4.13 What is this teacher's name?

First name (1)

Last name (2)

Q4.14 Does this teacher hold a formal leadership position in your school (e.g. year level coordinator, curriculum coordinator, sports coordinator, student services, head of faculty/discipline)?

- Yes please specify
- No

Q4.15 Thinking specifically about this teacher's performance in your school context, indicate on the scale provided how much you agree or disagree that this teacher is **effective** in the following areas:

- Know students and how they learn (1)
- Planning for and implementation of effective teaching and learning (2)
- Know the content and how to teach it (3)
- Teaching culturally, linguistically and socio-economically diverse learners (4)
- Design and implementation of curriculum (5)
- Assessment and the provision of feedback and reporting on student learning (6)
- Discipline based expertise (7)
- Use of ICT (8)
- Literacy and numeracy (9)
- Pedagogy (10)
- Creation and maintenance of supportive and safe learning environments (11)
- Classroom management (12)
- Professional engagement with parents/carers and the community (13)
- Collegiality (14)
- Professional ethics (15)
- Engagement with ongoing professional learning (16)

Response options:

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.16 Thinking specifically about this teacher's performance in your school context, indicate on the scale provided how much you agree or disagree that this teacher has been **successful** in:

- Enhancing student wellbeing
- Increasing student engagement (i.e. attendance and/or participation)
- Improving student school-based assessment data
- Improving student performance in standardised tests
- Improving student subject-matter knowledge
- Improving student skills
- Improving student understanding

Response options:

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q4.17 Do you have any additional comments about this teacher's influence on student learning outcomes?

<Free text response>

If you have additional teachers you would like to comment on, please contact the researchers on 03 5227 1488

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**Section 5: Graduate teachers – general questions (to be completed by all respondents)**

The following question is to ensure you do not have to repeat answers in this section if you completed the Round One survey in June/July. We apologise for asking this question twice.

Q5.1 Did you complete the SETE Principal Survey (Round One) in June/July this year?

- Yes (1) Skip to Q5.14
- No (2) Continue to Q5.2
- Unsure (3) Continue to Q5.2

Q5.2 What elements of teacher education programs do you find better prepares graduates for your school context?

<Free text>

Q5.3 At your school, are the following types of support made available to first year teachers?

- Induction program (1)
- Formal mentor arrangement (2)
- Informal mentor arrangement (3)
- Ongoing network with other beginning teachers (4)
- Guidance on curriculum and classroom planning (5)
- Ongoing professional development opportunities (6)
- List of informative websites (7)
- Information on pay and conditions (8)
- Regular debriefing opportunities (9)

Response options:

- Yes (1)
- No (2)
- Unsure (3)

Q5.4 In your opinion, what are the two key challenges faced by graduate teachers? For example challenges in the area of curriculum, pedagogy, assessment, classroom management, engagement with parents and the local community, catering for diverse learners, professional learning, professional ethics, and/or collegiality. Your responses can be up to 250 characters in length.

Challenge 1 (1)

Challenge 2 (2)

Q5.5 To what do you attribute graduate teachers' successful transition into teaching at your school?

<Free text response>

Q5.6 To what do you attribute difficult transitions?

<Free text response>

Q5.7 I like to employ first year graduate teachers

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q5.8 Please explain your answer to the question above

<Free text response>

Q5.9. Performance appraisal of graduate teachers is conducted, in the main, by:

- The principal (1)
- School leadership team member (2)
- HR coordinator (3)
- Mentor of the graduate teacher (4)
- Other, please explain (5) \_\_\_\_\_

Q5.10 At your school are there difficulties in attracting graduate teachers?

- Yes. (1)
- No. (2)

Q5.11 Please explain your answer to the question above

<Free text response>

Q5.12 At your school are there difficulties in retaining graduate teachers?

- Yes. (1)
- No. (2)

Q5.13 Please explain your answer to the question above

<Free text response>

For those who completed Round One survey, they come to here

Q5.14 At this stage, does it look like you will be retaining your current graduate teachers for 2013?

- Yes, all of them (1)
- Yes, some of them (2)
- No (3)
- Unsure (4)
- Not applicable (5)

Q5.15 If applicable, please explain why you will or will not be retaining your graduate teachers for 2013

<Free text>

Q5.16 At this stage, do you think you will be recruiting new graduate teachers to your school for 2013? (Teachers who have completed their teacher education since 2010)

- Yes (1)
- No (2)
- Unsure (3)

Q5.17 In 2013, I plan to employ graduate teachers as ...  
(Select all that apply)

- Full time permanent staff (1)
- Full time contract staff (2)
- Part time permanent staff (3)
- Part time contract staff (4)
- Casual staff (5)
- Not applicable (6)

Q5.18 Were professional learning opportunities offered to graduate teachers in the following areas this year? Tick all that apply

- Collegiality - working collaboratively with colleagues (1)
- Understanding, design and implementation of curriculum (2)
- Demonstrating an understanding of professional ethics (3)
- Assessment of student learning (4)
- Classroom management (5)
- Engagement with parents and the local community (6)
- Catering for diverse learners (7)
- Pedagogy (8)
- Other please specify \_\_\_\_\_ (9)

Q5.19 Reflecting back over the year, do you have any additional comments about graduate teachers' **preparedness** for teaching at your school?

<Free text response>

Q5.20 Reflecting back over the year, do you have any additional comments about graduate teachers' **performance** at your school?

<Free text response>

**Thank you for taking the time to complete this survey.  
Your contribution is appreciated.**