

SETE PRINCIPAL SURVEY (Round Three)

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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SETE & LTEWS Principal Survey (Round Three)



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



Section1: Introduction (to be completed by all respondents)

You may have 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 on the effectiveness of graduate teachers registered and teaching in Australia. This survey forms a major part of two studies. One is a three-year longitudinal study (SETE) being conducted in partnership by Deakin University, Griffith University, the Queensland Department of Education, Training and Employment, the Victorian Department of Education and Early Childhood Development, the Victorian Institute of Teaching, and the Queensland College of Teachers. The other, LTEWS, is an 18-month national longitudinal study being conducted by Deakin University for the federal Department of Education, Employment and Workplace Relations. If you have previously completed one of our surveys, thank you and we are very keen to hear from you again. If you have not yet participated, we would really value your input.

The projects investigate career progression from initial teacher education into employment as a teacher, and the effectiveness of teacher education for early career teachers in diverse settings. Your responses will directly inform state and national educational authorities in developing policy, professional registry authorities in accrediting programs and registering teachers, and universities in the design and delivery of their teacher education programs.

In your role as Principal, you 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 more knowledgeable about graduate teachers, then they may be the more appropriate person to fill out this survey. In this instance, please nominate only one school leader to complete the survey.

*The survey will close on **6 May 2013** and should take approximately **15 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. 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 Please quote project number HEAG (AE)11-06 (SETE) or HEAG (AE)12-23 (LTEWS). The relevant approvals are available from www.deakin.edu.au/arts-ed/research/projects/sete.php (SETE); www.deakin.edu.au/arts-ed/cppe/ltews/index.php (LTEWS).

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)_____

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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?

- NSW (1)
- VIC (2)
- QLD (3)
- SA (4)
- WA (5)
- TAS (6)
- NT (7)
- ACT (8)

Display if Q2.1 New South Wales Is Selected

Q2.2 Please name the New South Wales school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Display if Q2.1 Victoria Is Selected

Q2.3 Please name the Victorian school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Display if Q2.1 Queensland Is Selected

Q2.4 Please name the Queensland school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Answer If Q2.1 South Australia Is Selected

Q2.5 Please name the South Australian school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Answer If Q2.1 Western Australia Is Selected

Q2.6 Please name the Western Australian school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Answer If Q2.1 Tasmania Is Selected

Q2.7 Please name the Tasmanian school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Answer If Q2.1 Northern Territory Is Selected

Q2.8 Please name the Northern Territory school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Answer If Q2.1 Australian Capital Territory Is Selected

Q2.9 Please name the Australian Capital Territory school in which you are teaching. If your school does not appear, select 'other' from the end of the list.

<Select from list>

Display if in Q2.2-2.9 'Other' Is Selected

Q2.10 Please enter the name of your school and the town/suburb where it is located (e.g. St Joseph's College, Newtown).

Q2.11 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)

Q2.12 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)

Q2.13 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						
Third year teachers						

Q2.14 How many of the graduates listed above were employed at your school last year

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

Q2.15 How many students are currently enrolled at your school?

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

Q2.16 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)

Q2.17 What proportion of your students have a disability?

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

Q2.18 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 March and April 2013 graduate 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 (1) _____
- No (2)

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

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

The following questions are general questions about the preparedness and performance of graduate teachers.

Q5.1 What elements of teacher education programs do you find better prepare graduates for your school context?

<free text>

Q5.2 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)

Q5.3 In your opinion, what are the two key challenges faced by graduate teachers in your school? 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) _____

Q5.4 In your opinion, what are the two areas in which graduate teachers have the most success in your school? For example success 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.

Success 1 (1) _____

Success 2 (2) _____

Q5.5 I like to employ first year graduate teachers

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

Q5.6 Please explain your answer to the question above

<Free text response>

Q5.7. 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) _____

Q5.8 At your school are there difficulties in attracting graduate teachers?

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

Q5.9 Please explain your answer to the question above

<Free text response>

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

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

Q5.11 Please explain your answer to the question above

<Free text response>

Q5.12 At this stage, is it your intention to retain your current graduate teachers throughout 2013?

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

Q5.13 If applicable, please explain why you will not be retaining your graduate teachers throughout 2013

<Free text>

Q5.14 Were professional learning opportunities offered to graduate teachers in the following areas during Term 1 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)

Q5.15 Do you have any additional comments about graduate teachers' **preparedness** for teaching at your school?

<Free text response>

Q5.16 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.**