ELTE PPK MoTeL project
Teacher/principal questionnaire 2020

I. Personal data

1. **In which county is your school?** *Please answer this question!*
   - Bács-Kiskun (1)
   - Baranya (2)
   - Békés (3)
   - Borsod-Abaúj-Zemplén (4)
   - Csongrád (5)
   - Fejér (6)
   - Győr-Moson-Sopron (7)
   - Hajdú-Bihar (8)
   - Heves (9)
   - Jász-Nagykun-Szolnok (10)
   - Komárom-Esztergom (11)
   - Nógrád (12)
   - Pest (13)
   - Somogy (14)
   - Szabolcs-Szatmár-Bereg (15)
   - Tolna (16)
   - Vas (17)
   - Veszprém (18)
   - Zala (19)
   - Budapest (20)

2. **In which school do you work currently?** *Please answer this question!*

3. **What is your gender?**
   - Male (1)
   - Female (2)

4. **When (in which year) were you born?** *Please select from the list!*

5. **Including the current school year, ALTOGETHER how many years have you worked in a teaching position? Please do not include longer breaks (e.g. when on maternity leave or on furlough)! Please enter an integer in the box below!**

   _____

6. **In which teacher position do you currently work in this school? Please select only one choice (the position in which you work in the largest number of hours)!**
   - Primary education teacher (1) – skip to question 9
   - Lower secondary education teacher (2)
   - General education teacher in secondary general education (3)
   - General education teacher in VET (4)
   - VET teacher (vocational teacher, trainer of practice) (5) - skip to question 9
   - SEN teacher (6) - skip to question 9
   - Remedial teacher (7) - skip to question 9
   - Other: (8) _____

7. **What subjects do you teach in this school?** *You may select multiple choices!*
   - Hungarian language and literature (1)
   - Minority language and literature (2)

- Foreign language (3)
- Mathematics (4)
- Social studies (5)
- Philosophy (6)
- Human studies (7)
- History (8)
- Citizenship education (9)
- Ethnography (10)
- Natural science / Integrated natural science (11)
- Physics (12)
- Chemistry (13)
- Biology (14)
- Natural science (in primary education) (15)
- Geography (16)
- Music (17)
- Dance and drama, Drama and theatre (18)
- Art and visual culture (19)
- Art history (20)
- Motion picture culture, media literacy (21)
- Computer science, information technology, digital culture (22)
- Library use Könyvtárhasználat (23)
- Design and technology, home economy (24)
- Ethics, Religious education (25)
- Physical education (26)
- Vocational theoretical subjects (27)
- vocational practical subjects (28)
- Other: (29)

8. **Do you teach subjects other than that/those for which you have a qualification (in this school)?** *Please select only one choice!*

- No (1)
- Yes, a subject that is related to my qualification (2)
- Yes, a subject that is not related to my qualification (3)

9. **What other position(s) do you hold in addition to teaching in this school?** *You may select multiple choices!*

- Principal, principal of a member institution (1)
- Vice principal, vice principal of a member institution (2)
- Head of teacher department (3)
- Head of teacher workgroup/committee (4)
- Class teacher (5)
- Group leader in dormitory/Leader of student group (6)
- Other: (7) _____
- I do not work in other positions (8)

10. **Including the current school year, for how many years have you been a (vice) principal in this school? Please enter an integer in the box below!**

_____

11. **What other tasks do you have within or outside your school?** *You may select multiple choices!*

- Mentoring (of student teachers, teacher trainees) (1)
- Student support (mentoring, supporting the student government, child services, coordination of students' community service) (2)
- Preparing internal institutional evaluations (3)

- Expert or consultancy tasks (e.g. school inspection, teacher evaluation, educational administration, accreditation, subject curriculum development, school development) (4)
- Secondary school leaving exam/vocational exam committee head (5)
- Other: (6)
- I do not have other tasks (7)

12. What was your <u>first pedagogical</u> qualification? *Please select only one choice!*
- College or BA degree and qualification – kindergarten teacher (1)
- College or BA degree and qualification – primary education teacher (2)
- College or BA degree and qualification – lower secondary education teacher (2)
- College or BA degree and qualification – SEN teacher (3)
- College or BA degree and qualification – vocational instructor (of VET practice) (4)
- University or MA degree and qualification – secondary school teacher (general or VET) (5)
- I do not have a pedagogical qualification (6)

13. What is your <u>highest pedagogical</u> qualification? *Please select only one choice!*
- College or BA degree and qualification (1)
- University or MA degree and qualification (2)
- Postgraduate (PhD, candidate, doctoral) (3)
- I do not have a pedagogical qualification (4)

14. Have you passed a teachers' special examination (*pedagógus szakvizsga*)? *Please select only one choice!*
- no (1)
- yes (2)

15. To which category do you belong to in the teacher career system? Mi az Ön besorolása a pedagógus-előmeneteli rendszerben? *Please select only one choice!*
- Teacher trainee (1)
- Teacher I. (2)
- Teacher II. (3)
- Master teacher (4)
- Researcher teacher (5)
- I am not in the teacher career system (6)

16. Do you have an intermediate or advanced level foreign language exam certificate? *Please select only one choice!*
- no (1)
- yes, and I am not a foreign language teacher (2)
- yes, and I am a foreign language teacher (3)

17. In the coming three years, do you plan to participate in any of the following training programmes? *You may select multiple choices!*
- Training programme that awards a higher education degree (1)
- In-service teacher training programme in my field (2)
- Training that prepares for the teachers' special examination (*szakvizsgás képzés*) (3)
- Training that awards a (non-tertiary) vocational qualification (4)
- other courses (5)
- other: (6)
- I do not plan to participate in any training. (7)

18. Are you a member of any (offline or online) pedagogical or other type of professional group or network? (e.g. the Association of Teachers of History or any kind of Facebook group, important: not any teacher departments within your school). *Please select only one choice!*
- no (1) – skip to question 22
- yes (2)

Now we would like to ask you some further questions about this professional community. If you are a member of more than one community, please answer these questions regarding the one in which you are most active.

19. What is the nature of this community, organisation? *You may select multiple choices!*
- formal (pl. Association of Teachers of History, eTwinning platform) (1)
- non-formal (pl. Club of primary education teachers Facebook group, ICT and methodology teacher room, OFOE film club) (2)

20. Please mark on a scale of 1 to 4 the intensity of your participation in this community. *1 means that you are not very active, and 4 means that you are very active.*

1	2	3	4
●	□	□	□

21. (deleted question)

22. In addition to your current main job as a teacher, did you do any other teaching job for a payment in the past 12 months? *Please select only one choice!*
- no (1)
- yes, as a private tutor (2)
- yes, employed by a training company (3)
- yes, both as a private tutor and employed by a training company (4)
- Teaching is not my main job (5)

23. Have you ever worked in a non-teaching job? *Please select only one choice!*
- no (1)
- yes (2)

24. Do/did you have a child of school age? *Please select only one choice!*
- yes (1)
- no (2)

II. Professional development and learning

25. How often did the following happen to you in the past three years? Please select one choice in each row!

	This has not happened (1)	This has sometimes happened (2)	This has often happened (3)	This has happened very often (4)
1. I adapted or dveloped new solutions that aimed to improve the efficiency of my teaching practice.				
2. My innovation has significantly improved the efficiency of my teaching practice.				
3. My innovation has permanently integrated into my everyday teaching practice.				
4. I prepared a description of my new practice, innovation.				

5. I collected and analysed the impact of my innovation..				
6. Someone else started to use my innovation.				

26. To what extent are the following true of your teaching practices <u>when education is not delivered in digital (distance) form</u>? Please mark each row on a scale of 1 to 6, where 1 means that it is (was) not at all true, and 6 means it is (was) completely true!

	1	2	3	4	5	6
1. In my teaching I use my own teacher computer that was provided by the school/maintainer.	•	□	□	□	□	□
2. I use digital equipment and tools to support students' learning.	•	□	□	□	□	□
3. I use digital equipment and tools to improve my own pedagogical knowledge.	•	□	□	□	□	□
4. I use digital equipment and tools in my communication with colleagues that aims to improve my teaching practice.	•	□	□	□	□	□
5. My students use digital equipment in my class.	•	□	□	□	□	□

27. To what extent do you think you are competent in these competence fields? *Please mark each row on a scale of 1 to 5, where 1 means not at all competent, and 5 means fully competent!*

	1	2	3	4	5
1. Personality development of students, implementing individual approach.	•	□	□	□	□
2. Supporting, developing student groups, communities, supporting cooperation.	•	□	□	□	□
3. Subject methodology.	•	□	□	□	□
4. Subject knowledge.	•	□	□	□	□
5. Planning the pedagogical process.	•	□	□	□	□
6. Supporting, organizing and managing learning.	•	□	□	□	□
7. Pedagogical processes and student assessment, using various assessment methods.	•	□	□	□	□
8. Professional communication, professional collaboration.	•	□	□	□	□
9. Taking responsibility for own professional learning and for the renewal of the school.	•	□	□	□	□
10. Teaching and learning supported by digital technology.	•	□	□	□	□
11. Teaching cross-curricular skills (creativity, problem solving, critical thinking).	•	□	□	□	□
12. Encouraging environment protection and sustainability.	•	□	□	□	□

28. To what extent do you think the following features of learning situations would support teachers' learning? Please grade each feature on a scale of 1 to 5 in each row, where 1 means this feature does not support teachers' learning at all, and 5 means it fully supports it! Please indicate in the last column if you have ever been in such a learning situation!

If the learning situation…	1	2	3	4	5	**I have already been in such a learning situation** (99)
1. … builds on the participants' prior knowledge.	•	□	□	□	□	□
2. … adapts to personal development needs.	•	□	□	□	□	□
3. … has a coherent structure.	•	□	□	□	□	□
4. … focuses on content needed to teach my subjects.	•	□	□	□	□	□
5. … provides opportunities for active learning.	•	□	□	□	□	□
6. … builds on collaboration.	•	□	□	□	□	□
7. … provides opportunities to practise/apply new ideas and knowledge in my own teaching.	•	□	□	□	□	□
8. … provides follow-up support as well.	•	□	□	□	□	□
9. … takes place at my school.	•	□	□	□	□	□
10. … involves most colleagues from my school.	•	□	□	□	□	□
11. … takes place over an extended period of time (e.g. several weeks or longer).	•	□	□	□	□	□

29. <u>In the three years prior to the start of the Covid-19 pandemic, March 2020</u>, how often did you do the following activities? *Please mark each row on a scale of 1 to 5, where 1 means you never did such an activity, and 5 means you did it very often!*

	1	2	3	4	5
1. I attended classes of a formal higher education programme that awards a qualification.	□	□	□	□	□
2. I participated in professional courses outside the school (e.g. in-service training).	□	□	□	□	□
3. I participated in training organised in my school.	□	□	□	□	□
4. I read studies, literature about learning and other pedagogical, psychological topics.	□	□	□	□	□
5. I read studies, literature about my subject matter.	□	□	□	□	□
6. I read about educational news (e.g. education reforms, best practices) via newspaper, tv, Internet etc.	□	□	□	□	□

7. After class, I reflected on my lessons.	☐	☐	☐	☐	☐
8. I thoroughly analysed the problems I experienced in my teaching before choosing a solution.	☐	☐	☐	☐	☐
9. I analysed and interpreted data about my students from national or international measurements (e.g. results of student performance measurement based on standardized tests).	☐	☐	☐	☐	☐
10. I asked for feedback from my students about my class, and I used it to plan my lessons.	☐	☐	☐	☐	☐
11. Upon my request, colleagues visited my class and provided feedback.	☐	☐	☐	☐	☐
12. Once a problem or question arised in my teaching practice, I carried out an inquiry into possible causes and solutions.	☐	☐	☐	☐	☐
13. I developed curricula, teaching content or textbooks, which others can also use.	☐	☐	☐	☐	☐
14. I experimented with adapting or developing new teaching methods.	☐	☐	☐	☐	☐
15. I organized project work cross-curricular or across different age groups.	☐	☐	☐	☐	☐
16. I attended professional conferences, exhibitions or meetings.	☐	☐	☐	☐	☐
17. I discussed my professional questions with others so that I could learn from them.	☐	☐	☐	☐	☐
18. I visited my colleagues' classes (within or outside the school) in order to learn from them.	☐	☐	☐	☐	☐
19. I shared my experiences, new teaching ideas from my learning with my colleagues.	☐	☐	☐	☐	☐
20. I used my colleagues' teaching materials in my class.	☐	☐	☐	☐	☐
21. I was co-teaching some classes with a colleague, based on previous planning.	☐	☐	☐	☐	☐
22. I provided mentoring for a new teacher, a new colleague or a student teacher (mentoring opportunities).	☐	☐	☐	☐	☐
23. I got individual mentoring for my classroom teaching.	☐	☐	☐	☐	☐

30. In the three years prior to the start of the Covid-19 pandemic, March 2020, how often did you do the following activities? *Please mark each row on a scale of 1 to 5, where 1 means you never did such an activity, and 5 means you did it very often!*

	1	2	3	4	5	Not relevant (99)

1. I was actively looking for opportunities (e.g. in-service training, visiting colleagues' classes etc.) that can develop my professional knowledge.	•	□	□	□	□	
2. In my professional learning I focused primarily on fields that I identified as where I needed development.	•	□	□	□	□	
3. In planning my professional learning, I took my students' learning needs into consideration.	•	□	□	□	□	
4. In my learning I thought about how I could change my teaching practice based on what I learnt.	•	□	□	□	□	
5. In my learning I looked for opportunities to utilize my new knowledge in my school at institutional level.	•	□	□	□	□	
6. In my learning I was thinking about how what I learnt would affect my students' learning.	•	□	□	□	□	
7. I actively looked for others' support for improving my professional knowledge.	•	□	□	□	□	
8. In my learning I was looking for colleagues and other experts with whom I could discuss what I learnt.	•	□	□	□	□	
9. Upon completing my learning process, I was consciously looking for opportunities to use my new knowledge.	•	□	□	□	□	
10. Having the new knowledge, I reconsidered the validity of my prior knowledge.	•	□	□	□	□	
11. After using my new knowledge in practice, I analysed its impact on the students.	•	□	□	□	□	
12. I closed the learning process by thinking about how my learning activities contributed to improving my knowledge.	•	□	□	□	□	
13. I evaluated the learning process primarily based on whether it has changed my practice.	•	□	□	□	□	

31. Have you ever been abroad in a mobility programme in your career as a teacher?
Please select only one choice!

- yes (1)
- no (2)

32. In general, who and to what extent supported your professional development and learning <u>in the three years prior to the start of the Covid-19 pandemic, March 2020</u>? Please select one choice in each row!

	Did not support at all (1)	Did not support rather than supported (2)	Supported more than not (3)	Fully supported (4)	**There is no such actor** (99)
1. principal	•	□	□	□	□
2. colleague (within the school)	•	□	□	□	□

3. colleague (outside the school)	●	□	□	□	□
4. mentor	●	□	□	□	□
5. consultant	●	□	□	□	□
6. higher education actor	●	□	□	□	□
7. school inspection	●	□	□	□	□
8. student	●	□	□	□	□
9. parent	●	□	□	□	□
10. family member, friend not teacher	●	□	□	□	□
11. other:	●	□	□	□	□

33. Did any of these impede your professional development and learning, and if it did, to what extent, <u>in the three years prior to the start of the Covid-19 pandemic, March 2020</u>? Please select one choice in each row!

	Did not impede (1)	Slightly impeded (2)	Siignificantly impeded (3)	Completely impeded (4)	Did not experience it
1. inflexibility of national regulations	●	□	□	□	
2. lack of colleagues' support	●	□	□	□	
3. unfavourable organisational/workplace climate	●	□	□	□	
4. lack of suitable (work)equipment	●	□	□	□	
5. shortage of time available for collaborative thinking or trying out new solutions	●	□	□	□	
6. there is not enough time, there is too much workload	●	□	□	□	
7. lack of leader's support	●	□	□	□	
8. lack of in-service training that would support the renewal of my teaching practice	●	□	□	□	
9. lack of feedback	●	□	□	□	
10. lack of competent expert	●	□	□	□	
11. lack of relevant in-service training					
12. other:	●	□	□	□	

34. To what extent did your teaching change in the following areas in the past three years?* Please mark one choice in each row!

** *Teachers with less than 3 years' teaching experience should read this as: To what extent did your teaching change since the beginning of your teaching career?*

	No change at all (1)	Little change (2)	Considerable change (3)	Fundamental change (4)
1. I focus more on increasing students' motivation.	•	□	□	□
2. My collaboration with students has become more versatile.	•	□	□	□
3. I vary the pace of the work more to suit the needs of different groups and individual students.	•	□	□	□
4. I apply a wider variety of teaching methods.	•	□	□	□
5. I pay more attention to the emotional perception of students. Több figyelmet fordítok a tanulók érzelmi állapotára.	•	□	□	□
6. I let students to work together more often.	•	□	□	□
7. I pay more attention to the different cultural background of the students.	•	□	□	□

III. Teacher beliefs, attitudes about learning and teaching

35. To what extent do the following statements characterize you? Please mark one choice in each row!

In my teaching practice, it is important that ....

	Not at all (1)	To some extent (2)	Quite a bit (3)	completely (4)
1. … students acquire knowledge.	□	□	□	□
2. … I take into consideration the different abilities and interests of my students.	□	□	□	□
3. … there is discipline during the lesson.	□	□	□	□
4. … students learn to autonomously solve problems related to the subject matter.	□	□	□	□
5. … students, where it is relevant to the learning goals, learn cooperatively in groups.	□	□	□	□
6. … I relate to the students' prior knowledge and experiences.	□	□	□	□
7. … students develop their skills and competencies.	□	□	□	□
8. … the content of my lessons is good.	□	□	□	□
9. … students learn the content of my subject matter.	□	□	□	□
10. … students work actively when learning.	□	□	□	□

11. … I integrate the latest developments in the field in my lessons.	□	□	□	□
12. … I pass on the subject matter to the students.	□	□	□	□
13. … students really listen to what I'm telling them.	□	□	□	□
14. … students learn how they can best learn the subject matter	□	□	□	□

36. **Please read the description of the following two situations and answer the questions.** *Please mark one choice in each row!*

Ms. Kovács was leading her class in an animated way, asking questions, and the students answered quickly, based on the reading they had done the day before. After this review, Ms. Kovács taught the class new material, using questions closely related to the subject matter, to keep students attentive and listening to what she said. tanárnő lendületesen vezette az órát, kérdéseket tett fel, az előző napon olvasottak alapján a tanulók gyorsan válaszoltak.			↔	Ms. Kiss was also having a discussion with the class, but many of the questions came from the students themselves. Ms. Kiss clarified students' questions and also suggested where the students could find relevant information, but she did not herself answer most of the questions.	
	Definitely Ms. Kovács. (1)	Tend toward Ms. Kovács. (2)	Cannot decide (3)	Tend toward Ms. kiss. (4)	Definitely Ms. Kiss (5)
1. Which type is more true of your teaching practice?	●	□	□	□	□
2. Which type do you think students prefer?	●	□	□	□	□
3. From which type do you think students gain more knowledge?	●	□	□	□	□
4. From which type do you think students gain more useful skills?	●	□	□	□	□

37. To what extent do you agree with the following statements? *Please mark each row on a scale of 1 to 10, where 1 means I do not agree at all, and 10 means I agree completely!*

	1	2	3	4	5	6	7	8	9	10

1. I learn more effectively using digital equipment and tools.	•	□	□	□	□	□	□	□	□	□
2. Digital equipment and tools rather impede students' learning.	•	□	□	□	□	□	□	□	□	□
3. I teach more effectively using digital equipment and tools.	•	□	□	□	□	□	□	□	□	□

38. **Now you will read some statements about the professional consultancy system. Please indicate the extent to which you agree with these statements.** *Please mark each row on a scale of 1 to 5, where 1 means I fully disagree, and 5 means I fully agree!*
In your school the professional consultancy system (*szaktanácsadói rendszer*)…

	1	2	3	4	5	Cannot decide (99)
1. … contributes to improving students' performance.	•	□	□	□	□	
2. … contributes to increasing teachers' openness to innovation.	•	□	□	□	□	
3. … contributes to improving teachers' knowledge.	•	□	□	□	□	
4. … contributes to making teachers' practices more effective.	•	□	□	□	□	
5. … provides teachers an objective picture about their own work and areas to improve.	•	□	□	□	□	
6. … provides suitable support for teachers to develop professionally.	•	□	□	□	□	

39. Now you will read some statements about the teacher evaluation system of your school. Please indicate the extent to which you agree with these statements. *Please mark each row on a scale of 1 to 5, where 1 means I fully disagree, and 5 means I fully agree!*
The teacher evaluation system of my school...

	1	2	3	4	5	Cannot decide (99)
1. … contributes to improving students' performance.	•	□	□	□	□	
2. … contributes to increasing teachers' openness to innovation.	•	□	□	□	□	
3. … contributes to improving teachers' knowledge.	•	□	□	□	□	
4. … contributes to making teachers' practical activities more effective.	•	□	□	□	□	
5. … provides teachers an objective picture about their own work and areas to improve .	•	□	□	□	□	
6. … provides suitable support for teachers to develop professionally.	•	□	□	□	□	

IV. Role interpretations, sub-identities

40. To what extent are the following important for you in your teaching, and to what extent are these true of your school? Please mark each row on a scale of 1 to 5, where 1 means not important/true at all, and 5 means very important/true!

	To what extent is it important for you...					To what extent is it true of your school…				
	1	2	3	4	5	1	2	3	4	5
1. … that all students achieve the best possible results?	●	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. … individual attention to students?	●	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. … teaching to learn?	●	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. … to prepare students to continue their studies in the next level of education?	●	☐	☐	☐	☐	☐	☐	☐	☐	☐

V. Career motivation, mental health, self-efficacy

41. How important were the following for you to become a teacher? Please mark one choice in each row!

I chose to become a teacher because...

	Not important at all (1)	Less important (2)	Import ant (3)	Very important (4)
1. ... I thought I had the qualities of a good teacher.	●	☐	☐	☐
2. ... I've always wanted to be a teacher.	●	☐	☐	☐
3. ... I was not accepted into my first-choice career.	●	☐	☐	☐
4. ... teaching offered a steady career path.	●	☐	☐	☐
5. ... the teaching schedule (e.g. hours, holidays, part- time positions) fit with responsibilities in my personal life.	●	☐	☐	☐
6. ... teaching provided a reliable income.	●	☐	☐	☐
7. ... teaching allowed me to influence the development of children and young people.	●	☐	☐	☐
8. ... teaching allowed me to benefit the socially disadvantaged.	●	☐	☐	☐
9. ... teaching allowed me to provide a contribution to society.	●	☐	☐	☐
10. ... I like working with children/adolescents.	●	☐	☐	☐
11. ... I've had inspirational teachers.	●	☐	☐	☐

42. Was your parent/grandparent a teacher? *Please select only one choice!*

- yes, one of them (1)
- yes, more than one of them (2)
- no (3)

43. To what extent do you agree with the following statements? Please mark one choice in each row!

	strongly disagree (1)	disagree (2)	agree (3)	strongly agree (4)
1. There are clearly more advantages than disadvantages to the teaching career.	●	□	□	□
2. If I could decide again, I would still choose to work as a teacher.	●	□	□	□
3. I enjoy working at this school.	●	□	□	□
4. I am seriously considering leaving the teaching career.	●	□	□	□
5. I used to be more enthusiastic when I started teaching.	●	□	□	□
6. I think that the teaching profession is valued in society.	●	□	□	□
7. I am satisfied with my performance in this school.	●	□	□	□
8. All in all, I am satisfied with my work.	●	□	□	□

44. To what extent do you experience the following in your own school? Please mark one choice in each row!

	Not at all (1)	Do not experience rather than do (2)	Do experience more than do not (3)	Fully (4)
1. I experience stress in my work..	●	□	□	□
2. My job leaves me no time for my personal life.	●	□	□	□
3. My job negatively impacts my mental health.	●	□	□	□
4. My job negatively impacts my physical health.	●	□	□	□

45. To what extent do you agree with the following statements? Please mark one choice in each row!

	fully disagree (1)	disagree more than agree (2)	agree more than disagree (3)	fully agree (4)
1. I am able to work effectively.	●	□	□	□
2. I am satisfied with the quality of my work.	●	□	□	□
3. I fell that I am being successful in your work.	●	□	□	□
4. I have sufficient self-confidence to defend your own points of view about the work.	●	□	□	□

46. **In your teaching in general, to what extent can you do the following? Please mark one choice in each row!**

	Not at all (1)	cannot more than can (2)	can more than cannot (3)	can completely (4)
1. Get students to believe they can do well in school work.	●	□	□	□
2. Help students value learning.	●	□	□	□
3. Craft good questions for students.	●	□	□	□
4. Control disruptive behaviour in the classroom.	●	□	□	□
5. Motivate students who show low interest in school work.	●	□	□	□
6. Make my expectations about student behaviour clear.	●	□	□	□
7. Help students think critically.	●	□	□	□
8. Get students to follow classroom rules.	●	□	□	□
9. Calm a student who is disruptive or noisy.	●	□	□	□
10. Use a variety of assessment-evaluation strategies.	●	□	□	□
11. Provide an alternative explanation, for example when students are confused.	●	□	□	□
12. Vary instructional strategies in my classroom.	●	□	□	□
13. Support student learning through the use of digital technology.	●	□	□	□

VI. Organisation

Questions asked only from principal and vice principal: 10., 25-29.

47. **Does your school currently participate in the following professional networks or programmes?** *You may select multiple answers!*

- Komplex Instrukciós Program (KIP) (1)
- Lépésről Lépésre Gyermekközpontú Pedagógia program (2)
- Életrevaló program (7 szokás) (3)
- Digital model school project (Digitális mintaiskola project) (4)
- Vodafone digital school (5)
- Chess castle programme (Sakkpalota program) (6)
- Accredited reference school (minősített referenciaiskola, e.g. eco-school, talent point etc.) (7)
- Association of Teacher Education Partner schools (*Gyakorlóiskolák Szövetsége*) (21)
- Partner school (receives student teachers) (22)
- Boldog iskola (25)
- Projects co-financed by the EU (e.g. TÁMOP, EFOP, VEKOP) (26)
- European educational programmes (pl. Erasmus, Leonardo) (27)
- other: (28)
- Does not participate in any programme. (29)

48. **In the past 5 years, did your school participate in any of the listed programmes or a similar one?** *Please select only one answer!*

- no (1)
- yes (2)

49. Does your school have a partner school abroad? *Please select only one answer!*
- no (1)
- yes (2)

50. In the past school year, which forms of support forms were used for teachers in your school? *You may select multiple choices!*
- professional help from the principal (1)
- special expert working in the school (e.g. school psychologist, remedial teacher) (2)
- professional consultant szaktanácsadó (3)
- special expert from outside the school (4)
- supporting in-service training (5)
- learning about other schools, practices (visiting colleagues' classes, conferences) (6)
- visiting colleagues' classes within the school (7)
- supporting teachers' ideas, innovations (8)
- providing equipment for teaching and learning (9)
- release from teaching duties (10)
- allocating regular, formally provided time for teachers' collaboration (11)
- monetary award (12)
- non-monetary award, certificate of merit (13)
- other: (14)
- none of the above (15)

51. Has any of the following happened at your institution in the past three years? *Please mark one choice in each row!*

	This has not happened (1)	Yes, this has happened sometimes (2)	Yes, this has often happened (3)	Yes, this has happened very often (4)
1. Our colleagues invented new solutions that aimed to improve the efficiency of our organization.				
2. Some of these innovations, developments significantly improved the efficiency of our organisation.				
3. These innovations, developments have permanently integrated in the daily operation of our organisation.				
4. We prepared a description of the best practices, innovations created within our organisation.				
5. We collected and analysed data about the impact of our innovation, in order to improve it.				
6. Someone else started to use our innovation.				

52. Please assess to what extent the following statements are true of your school. Please mark each row on a scale of 1 to 6, where 1 means not at all and 6 means completely.

	1	2	3	4	5	6	Cannot decide (99)
1. Teachers help each other learn.	•	□	□	□	□	□	

2. Teachers are given enough time for their own learning.	•	□	□	□	□	□	
3. Teachers' learning activities are rewarded/acknowledged in the institution.	•	□	□	□	□	□	
4. Teachers give open and honest feedback to each other.	•	□	□	□	□	□	
5. Whenever teachers state their view, they also ask what others think.	•	□	□	□	□	□	
6. Teachers spend time building trust with each other.	•	□	□	□	□	□	
7. The institution has the freedom to adapt their goals as needed.	•	□	□	□	□	□	
8. As a result of joint discussions and information collection, the institution reviews its operations.	•	□	□	□	□	□	
9. Members of the institution are confident that the institution will act on their recommendations.	•	□	□	□	□	□	
10. The institution creates (measuring, evaluation) systems to measure gaps between current and expected performance.	•	□	□	□	□	□	
11. The institution makes the knowledge and experience already acquired available to all employees.	•	□	□	□	□	□	
12. The institution measures the results of the time and resources spent on professional learning.	•	□	□	□	□	□	
13. The institution recognizes teachers for taking initiative.	•	□	□	□	□	□	
14. The institution gives employees control over the resources they need to accomplish their work.	•	□	□	□	□	□	
15. The institution supports employees who take calculated risks.	•	□	□	□	□	□	
16. The institution supports employees to think from a global perspective.	•	□	□	□	□	□	

17. The institution works with external partners to reach common goals. Az intézmény együttműködik a külső partnerekkel, hogy megvalósítsák a közös célokat.	●	□	□	□	□	□	
18. The institution supports employees to look for solutions to problems also outside the institution. Az intézmény támogatja a munkatársakat abban, hogy a problémák megoldása során a szervezeten túl is keressenek megoldásokat.	●	□	□	□	□	□	
19. Leaders mentor and support those they lead.	●	□	□	□	□	□	
20. Leaders continually look for opportunities for employees to learn.	●	□	□	□	□	□	
21. Leaders ensure that the institution's actions are consistent with its values.	●	□	□	□	□	□	

53. To what extent do you agree with the following statements? *Please select one choice in each row!*

	Fully disagree (1)	Disagree more than agree 2)	Agree more than disagree (3)	Fully agree (4)	Cannot decide(99)
1. At our school we take decisions about coordinating the curriculum over the different school years together.	●	□	□	□	
2. At our school we take decisions about the educational objectives for the school together.	●	□	□	□	
3. At our school teachers have a say in the purchase of new teaching materials and resources.	●	□	□	□	
4. At our school changes to classroom teaching and using new teaching methods are a matter for shared decision making.	●	□	□	□	

VII. Describing a learning situation Tanulási helyzet leírása

We have reached the final section of the questionnaire; we will ask your help in answering a few more questions.

54. Below we list some situations, which can be understood as learning. These are often spontaneous events, experiences, or even situations and experiences outside the school.
Please indicate in each row if it has happened to you, and if it did, how often, <u>in the three years prior to March 2020</u>!

if 48/1.-8. = (1), skip to end

	It has never happen	It has happened	It has happened to me	It happened

	ed to me (1)	to me once or twice (2)	several times (3)	to me very often (4)
1. I gained new knowledge or skills by which I can work more effectively.	●	□	□	□
2. I gained new knowledge or skills by which I gained new strength and impetus in my teaching.	●	□	□	□
3. I gained new knowledge or skills by which I became more open to learning new things	●	□	□	□
4. I understood something in relation to my work that I did not understand before or not as well.	●	□	□	□
5. My opinion regarding my work has changed in relation to something.	●	□	□	□
6. As a teacher I felt my personality has become enriched.	●	□	□	□
7. I was able to solve a professional problem, which I could not solve before.	●	□	□	□
8. I gained new knowledge or skills by which I was able to fulfill a new position or perform a new task.	●	□	□	□

We now ask you to recall <u>an actual case</u> when you had experienced one of the situations listed above! Below we will ask you some more questions about this specific case.

55. First, we kindly ask you to describe briefly this case, in one or two sentences!

Now we will ask you some further questions about this specific case.

56. Below we listed some possible causes that might trigger a learning process. Please indicate in each case to what extent these have played a role <u>in this specific case you remembered</u>!

	Nem volt ilyen (99)	Egyáltalán nem (1)	Inkább nem (2)	Inkább igen (3)	Teljes mértékben (4)
1. an internal need for renewal		●	□	□	□
2. being unsatisfied with my work or its outcome		●	□	□	□
3. an idea that emerged during experimentation		●	□	□	□
4. feeling of personal responsibility		●	□	□	□
5. facing a problem in my work		●	□	□	□

6. an idea seen/heard from others		•	□	□	□
7. what I heard at a formal training		•	□	□	□
8. an experience in a situation not closely related to my work		•	□	□	□
9. a question that emerged in a professional community		•	□	□	□
10. I have been assigned a new, challenging position/task		•	□	□	□
11. feedback from parents		•	□	□	□
12. feedback from students		•	□	□	□
13. preparing my portfolio		•	□	□	□
14. a consultant's suggestion		•	□	□	□
15. an idea that emerged during my teaching		•	□	□	□
16. I received mentoring		•	□	□	□
17. other:		•	□	□	□

57. Looking back, how do you feel, was there anything that you had thought through in advance <u>in this process</u>? *Please select only one choice!*

- I have not thought anything through (1) – skip to question 57
- Yes, there was something I thought through in advance (2)

57b. Now we will list some things that people in various learning situations often think through in advance. Looking back, how do you feel, did you think the following through in that specific case you remembered? Please mark one choice in each row!

	no (1)	yes (2)
1. my goal(s)	•	□
2. the concrete activity/ies that I will have to carry out in order to reach my goal	•	□
3. whom I will work with	•	□
4. how much time will it take to reach my goals/carry out the activity/ies	•	□
5. what/who can provide support for me	•	□
6. what/who will be an impeding factor for me	•	□
7. what impact carrying out this/ese activity/ies will have on my teaching practice	•	□
8. how I will be able to use these activities in my career progress (consultancy, portfolio, inspection, teacher career system)	•	□
9. what impact carrying out these activities will have on my school	•	□
10. what impact my learning will have on my students' learning		
11. other:	•	□
12. none of the above was present		

58. Now we will list some things that may characterize various learning situations. Please mark in each row if these were present in the specific case you remembered! You may select multiple choices!

	no (1)	yes (2)
1. collaborating, discussing with others (adults, children)	•	□
2. using feedback, ideas or materials of others (adults, children) without collaborating or discussing with them	•	□
3. reading information, professional literature	•	□
4. experimenting, trying out new things, roles in my teaching practice	•	□
5. trying out new things, roles, activities outside my teaching work	•	□
6. investigating, doing research	•	□
7. reflecting on, analysing own teaching	•	□
8. participating in formal training	•	□
9. other…...	•	□
10. None of the above was present	•	

59. Below we list some emotions, please indicate in each row if that emotion was present in this specific case during the process!

	no (1)	yes (2)
1. surprise	•	□
2. longing	•	□
3. happyness	•	□
4. annoyance, anger	•	□
5. disappointment	•	□
6. envy, jealousy	•	□
7. pride	•	□
8. curiosity	•	□
9. other:	•	□
10. none of the above was present	•	

60. Below we list forms of support that might be present in similar learning situations. <u>In this specific case</u> you remembered, to what extent did these support your learning?
Please mark one choice in each row!

	was not present	did not support it(1)	supported it to some extent (2)	supported it quite a bit (3)	supported it a lot (4)
1. I got practical ideas, methodological suggestions gyakorlati ötleteket, módszer javaslatokat kaptam		●	□	□	□
2. I got financial resources or award		●	□	□	□
3. I got non-monetary award, certificate of merit		●	□	□	□
4. I got personal support, understanding		●	□	□	□
5. a new source, reading was recommended to me		●	□	□	□
6. I got freedom in realizing my plans		●	□	□	□
7. there was regular, formally provided time available to collaborate with colleagues		●	□	□	□
8. I got mentoring, coaching		●	□	□	□
9. other:		●	□	□	□

61. We list some areas in which change can occur as a result of a learning situation similar to the one you recalled. Please indicate if you have experienced a change in these areas as a result of <u>the learning situation you remembered</u>! Please mark one choice in each row! Felsorolunk néhány olyan területet, melyeken <u>egy olyan tanulási helyzet nyomán, melyet Ön felidézett</u>, változás történhet. Kérjük, jelezze, tapasztalt-e változást e területeken a felidézett tanulási helyzet nyomán! Kérjük, minden sorban válasszon egyet a megadott válaszlehetőségek közül!

	did not experience change (1)	experienced change to a small extent (2)	experienced change to a considerable extent (3)	not relevant/experienced (99)
1. My teaching practice has become more effective.	●	□	□	
2. My skills to use digital technology have improved.	●	□	□	

3. My communication, collaboration with colleagues have improved.	•	□	□	
4. My personal relations with students have strengthened.	•	□	□	
5. My professional esteem has increased.	•	□	□	
6. My thinking about learning has changed.	•	□	□	
7. I have got a new impetus in my work.				

62. Thank you for your answers, you have reached the end of the questionnaire. If you have any ideas that you think are important regarding teachers' professional development and learning but the questionnaire did not ask about, please share them with us! Köszönjük válaszait, a kérdőív végére értünk. Amennyiben megfogalmazódott Önben bármi, amit a pedagógusok szakmai fejlődésével, szakmai tanulásával kapcsolatosan fontosnak tart, és a kérdőív nem tért ki rá, kérjük ossza meg velünk gondolatait!