

Questionnaire for PLC participants (public schools' level)

Section 1: Personal details

- 1.1. Age

Below 35	36-45	46-55	56 and above
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- 1.2. Gender

Female	Male
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- 1.3. Position

Teacher	Deputy Headteacher	Deputy Headteacher A'	Headteacher
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- 1.4. Years of teaching experience at school

1-5 years	6-10 years	11-15years	16-20years	21 and above
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- 1.5. Level of Education
 - Pre-primary
 - Primary or Special Education
 - Secondary General Education or Secondary Technical and Vocational Education
- 1.6. Number of teachers in my school
 - 1-15
 - 16-25
 - More than 25
- 1.7. Years of teaching in this school (Please indicate a number)
- 1.8. Total number of years participating in the Professional Learning Support Program including the current year.
 - 1
 - 2
 - 3
 - 4
 - more than 4

Section 2: Perceptions about teaching & professional learning

Please answer all the questions

- 2.1. How important is it for you to focus on the issue set as a priority at your school?

Not important at all		extremely important
0	1 2 3 4 5 6 7 8 9	10
- 2.2. How important is it for you to implement innovative practices in class?

Not important at all		extremely important
0	1 2 3 4 5 6 7 8 9	10
- 2.3. How important is training regarding teaching practices that focuses on the issue of Professional Learning

Not important at all		extremely important
0	1 2 3 4 5 6 7 8 9	10
- 2.4. How effective are the teaching practices/actions that you implement as part of the Professional Learning Support Program?

Not effective		extremely effective
0	1 2 3 4 5 6 7 8 9	10
- 2.5. How high are your expectation concerning the implementation of effective teaching practices/actions as part of the Professional Learning in your school?

Not high at all		extremely high
0	1 2 3 4 5 6 7 8 9	10

Section 3: Sources of ideas for Teaching Innovation

Selection and organization of teaching practices/actions related to your school's Professional Learning subject

Please answer all the questions

- 3.1. To what extent do you take under consideration the following when you select teaching practices/actions?
- 3.1.1. Data from/about students, collected through various methods (e.g. questionnaire, interview, observation)
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.2. Data collected informally through the interaction with students (e.g. descriptive comments)
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.3. Data collected from/about students through discussions with a colleague
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.4. Data collected from/about students through discussion with members of the school administration
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.5. Data from/about students collected through results from assessment/exam/assignment
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.6. Observations of the teaching practices/actions applied by a colleague
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.7. Findings from the literature
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.8. Collaboration with colleagues in small groups about teaching practices/actions (e.g. common planning of practices/actions, co-teaching)
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.9. Ideas from the Internet
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.10. Previous attempts or implementations
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.11. Information from other organizations or groups (e.g. professional groups, parents/guardians)
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.12. Participation in scientific conferences
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.13. Participation in school based workshops and/or seminars
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10
- 3.1.14. Participation in non-school based workshops and/or seminars
not at all to a great extent
0 1 2 3 4 5 6 7 8 9 10

- 3.2. How often have you participated in teaching practices/actions that are closely related to the Professional Learning issue (current year)?
- 3.2.1. Teachers' training (school based) (Please indicate a number):
- 3.2.2. Teachers' training (non-school based) (Please indicate a number):
- 3.2.3. Co-teaching with colleagues
- 3.2.4. Meetings with a facilitator from CPI (e.g. for action planning)
- 3.2.5. Meetings with colleagues in small groups (e.g. for action planning)

Section 4: Structures that facilitate the implementation of teaching practices/actions (related to the Professional Learning issue of the school)

The items that follow concern structures within the school.

- 4.1. To what extent do you think the following support teachers' effort to improve their teaching practices/actions?

- 4.1.1. School's administration
0 not at all 1 2 3 4 to a great extent
- 4.1.2. School's coordinator
0 not at all 1 2 3 4 to a great extent
- 4.1.3. Cyprus Pedagogical Institute facilitator
0 not at all 1 2 3 4 to a great extent
- 4.1.4. Inspector
0 not at all 1 2 3 4 to a great extent
- 4.1.5. Time for coordination between group of teachers
0 not at all 1 2 3 4 to a great extent
- 4.1.6. Fixed time for pedagogical sessions or staff sessions
0 not at all 1 2 3 4 to a great extent

- 4.2. Indicate the extent you have made good use of the following to improve your teaching practices/actions?

- 4.2.1. School administration role
0 not at all 1 2 3 4 to a great extent
- 4.2.2. School coordinator role
0 not at all 1 2 3 4 to a great extent
- 4.2.3. Cyprus Pedagogical Institute facilitator role
0 not at all 1 2 3 4 to a great extent
- 4.2.4. Inspector role
0 not at all 1 2 3 4 to a great extent
- 4.2.5. Common time for coordination of individual groups of teachers
0 not at all 1 2 3 4 to a great extent
- 4.2.6. Regular time in pedagogical sessions or staff sessions
0 not at all 1 2 3 4 to a great extent

- 4.3. Indicate the extent to which the following may impede your effort to develop your teaching practices/actions.

- 4.3.1. Lack of support from the school
0 not at all 1 2 3 4 to a great extent
- 4.3.2. Lack of acknowledgment by the school
0 not at all 1 2 3 4 to a great extent
- 4.3.3. Lack of resources/materials
0 not at all 1 2 3 4 to a great extent
- 4.3.4. Lack of time
0 not at all 1 2 3 4 to a great extent
- 4.3.5. Lack of cooperation

- 5.5. What further approaches have you developed during covid-19 pandemic and you think are useful when working with a small group of colleagues for improving your teaching skills.
- Online communication for meetings (e.g. through TEAMS)
 - Online communication between 2 meetings
 - Digital tools that will foster collaboration during meetings
 - Digital tools that can help solve problems that we encounter in our teachings