Questionnaire for principals

HEAD: Empowering school principals for inclusive school culture

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The HEAD Questionnaire

We kindly invite you to take part in the research that will allow us to evaluate the impact of the HEAD programme.

About the Questionnaire

- This questionnaire should take approximately 30 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking one most appropriate answer.
- The questionnaire includes questions
    - about your school,
    - about the principal's role,
    - about leading your school,
    - about teachers,
    - about students,
    - about school challenges and data gathering and
    - about you and your professional background.
- When 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 using the following contact details: [add contact details].

Note:
The term inclusion in this questionnaire is understood as a process of addressing and responding to the diversity of needs of all learners (e.g. diversity connected to the students' background, their learning capabilities and other varieties in the school population) through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.

Confidentiality

All information that is collected in this study will be treated confidentially. Your answers will be combined with others to make totals and averages in which no individual can be identified.

Your honest and detailed responses and comments will help us to evaluate the effect of the programme. Therefore, we would be very grateful if you filled out the following pages as carefully as possible. Participation in this survey is voluntary and any individual may withdraw at any time.

Thank you very much for your participation!

HEAD project team:
NEPC (Lana Jurko) – project leader
Educational research institute (Ana Mlekuž and Manja Veldin) – external evaluators

ABOUT YOUR SCHOOL

Q1.*[1] Please, estimate the percentage of students at your school who have the following characteristics?
(Please consider that students may fall into multiple categories.)
(Please write the appropriate percentage in each line.)
Students whose <heritage language> is different from <test language>
Students with special needs
Students from socioeconomically disadvantaged homes

Q2.* Is the following true for your school?
(Please select one response in each row.)
(1 = No, 2 = Yes)
  A. The school has a handicap ramp.
  B. The school has toilets for the disabled.
  C. The school has signs on the floor and walls for the visually impaired.
  D. The school has learning materials for students with special needs.
  E. The school has learning materials in languages of the school environment's ethnic minorities.
  F. The school has learning materials in languages of immigrant students.
  G. The school library has literature in languages of the school environment's ethnic minorities.
  H. The school library has literature in languages of immigrant students.

Q3. Is the following true for your school?
(Please select one response in each row.)
(1 = No, 2 = Yes)
  A. Students' products (e.g. posters, paintings etc.) decorate the school (hallways, common areas etc.).
  B. Students' products (e.g. posters, paintings etc.) decorate classrooms.
  C. Recognitions for students' achievements (e.g. cups, diplomas from different competitions, etc.) are put in a visible place at school (hallways, common areas etc.).
  D. Students' diversity is acknowledged through visible products (e.g. posters, paintings etc.) and recognitions (e.g. cups, diplomas from different competitions, etc.).
  E. There are many places at school for students to sit around comfortably and talk.
  F. There are many places at school for students to study together.

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[1] Questions marked with * were only used in baseline (T1) questionnaire. They were removed from the endline (T2) version of the questionnaire.

Are there existing/established practices and rules in your school… *(Please select one response in each column.)*	Q4. written in the school documents? (yes/no)	Q5. implemented at the school level? (yes/no)
A. for teacher cooperation in the decision-making process		
B. for fostering cooperation among teachers		
C. for fostering parents' cooperation.		
D. for tackling discrimination (based on gender, ethnicity, disability, etc.)		
G. for sharing new ideas		
H. for reporting problems within the school		
I. for peer support practices among students		

Q6. In the last year, how often did your school promote the following values through different events/activities
(Please select one response in each row.)
(1 = never, 2 = once, 3 = twice, 4 = three times, 5 = more than three times)

  A. justice *(e.g. activities related to co-creating rules that teach fairness in discussions and behaviours in school; projects on social justice etc.)*

  B. equal opportunity *(e.g. activities related to underprivileged people or groups; activities related to improving facilities for the disabled; events where all students took part in etc.)*

  C. diversity *(e.g. activities encouraging students' expression of diverse ethnic and cultural identities; events celebrating school's diversity; events/activities raising awareness of teachers' and students' diversity etc.)*

  D. cooperation *(e.g. meeting with parents discussing school issues; meeting with representatives of the local community for school development; meeting with school staff and students planning joint events etc.)*

Q7. In the last year, how often did your school collaborate with
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month)
   A. local government
   B. public library
   C. local cultural institutions and associations (e.g. cinema, theatre, concert hall, museums, art galleries, choirs, amateur theatre groups etc.)
   D. local institutions (e.g. health, tourist, retirement homes, kindergarten, sports clubs etc.)
   E. local businesses
   F. police/fire service
   G. further education institutions

Q8. How strongly do you agree that the following statements are true for your school?
(Please select one response in each row.)
(1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; 5 = strongly agree)
   A. Confidence for the solution of problems is placed in group judgement.
   B. Those who are affected by school policies and/or rules are encouraged to be a part when creating them.
   C. The role of authority is clearly defined.
   D. Responsibilities of stakeholders (school staff, students, parents) are clearly defined.
   E. School rules are clearly defined.
   F. The minority opinion has the right to be heard.
   G. Evaluation is an element of development.

Q9. To what extent do the following sentences apply to your school? *(Please select one response in each row.)*
(1 – does not apply at all; 2 – to a small extent; 3 – to a moderate extent; 4 – to a large extent; 5 – completely applies)
   A. School is a supportive and inviting place for students to learn.
   B. School sets high standards for academic performance for all students.
   C. School promotes academic success for all students.
   D. School involves most parents in school events or activities.
   E. School is a supportive and inviting place for staff to work.

Q10. To what extent do the following sentences apply to your school? *(Please select one response in each row.)*

(1 – does not apply at all; 2 – to a small extent; 3 – to a moderate extent; 4 – to a large extent; 5 – completely applies)

A. School staff acknowledges and pays attention to students.
B. School staff wants all students to do their best.
C. School staff listens to what students have to say.
D. School staff believes that every student can be a success.
E. School staff supports and treats each other with respect.

Q11. To what extent do the following sentences apply to your school? *(Please select one response in each row.)*

(1 – does not apply at all; 2 – to a small extent; 3 – to a moderate extent; 4 – to a large extent; 5 – completely applies)

A. Students make everyone feel welcome.
B. Students help each other.
C. Students collaborate with each other.
D. Students treat each other with respect

ABOUT THE PRINCIPAL'S ROLE

Q12. How strongly do you agree with the following statements?
(Please select one response in each row.)
(1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; 5 = strongly agree)
Principal can

A. create organizational school culture.
B. create a collaborative school culture.
C. create an inclusive school culture.
D. create a school culture of shared responsibility for school issues.

Q13. How strongly do you agree with the following statements?
(Please select one response in each row.)
(1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; 5 = strongly agree)
Principal can

A. foster opportunities for teachers' professional development.
B. improve teacher engagement.
C. support collaboration among teacher.
D. affect teachers' efficacy.
E. affect teachers' teaching practices.
F. affect teachers' job satisfaction.
G. affect teachers' sense of well-being

Q14. How strongly do you agree with the following statements?
(Please select one response in each row.)
(1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; 5 = strongly agree)
Principal can

A. promote active participation of teachers in school decision making.
B. promote active participation of students in school decision making.
C. promote active participation of parents in school decision making.
D. promote the collaboration of local community representatives with the school.
E. create equal opportunities for all students.
F. create equal opportunities for all school staff.
G. support just school rules.
H. promote fairness when addressing school issues.
I. open the space for expressing student diversity.

ABOUT LEADING YOUR SCHOOL

Q15. In the last year, how often did you engage in the following activities
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))

A. I took actions to support cooperation among teachers to develop new teaching practices.
B. I took actions to ensure that teachers take responsibility for improving their teaching skills.
C. I took actions to ensure that teachers feel responsible for their students' learning outcomes.
D. I took actions to provide school staff with the opportunities to actively participate in school decisions.
E. I took actions to provide students with opportunities to actively participate in school decisions.
F. I observed instruction in the classroom.
G. I provided feedback to teachers based on my observations.
H. I collaborated with teachers to solve classroom discipline problems.
I. I resolved problems with the lesson timetable in this school.
J. I collaborated with principals from other schools on challenging work tasks.
K. I worked on a professional development plan for this school.

Q16. In the last year, how often did you make efforts to
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month)

A. establish relationships with parents that are not active?
B. establish relationships with parents who belong to vulnerable groups (e.g. ethnic minorities, immigrants, special needs etc.)?
C. find new ways or methods for the active participation of parents?
D. encourage teachers to establish relationships with parents?
E. include parents in the decision-making at the school level?
F. encourage parents to attend parent-teacher meetings regularly?
G. involve parents in organising different events at the school (e.g. physical activities, guest speakers, fund-raising etc.)?

Q17. In the last year, how many of the school staff did you include when decisions were made in the following areas:
(If no decisions were made in a certain area in the last year, please, select option 0.) (Please select one response in each row.)
(0 = no decisions were made; 1 – None; 2 – Some of the school staff; 3 – Half of the school staff; 4 – The majority of the school staff; 5 – Everyone))

    A. planning the observation of teaching practices
    B. planning instructional programmes and activities.
    C. selecting/adopting instructional materials.
    D. determining staff professional development needs.
    E. planning staff professional development programmes.
    F. assigning leaders for staff development.
    G. developing curriculum.

Q18. In the last year, how many of the students did you include when decisions were made in the following areas:
(If no decisions were made in a certain area in the last year, please, select option 0.)
(Please select one response in each row.)
(0 = no decisions were made; 1 – None; 2 – Some of the students; 3 – Half of the students; 4 – The majority of the students; 5 – Everyone)

    A. discussing students' issues.
    B. planning instructional programmes and activities.
    C. selecting/adopting instructional materials.
    D. developing school rules.
    E. timetable.
    F. developing the school development plan.
    G. planning extracurricular activities.
    H. implementing extracurricular activities.
    I. <developing curriculum.>

Q19. In your opinion to what extent did the following people contribute to the decision-making process in your school in the last year?
(Please select one response in each row.)
(1 = not at all; 2 = to a small extent; 3 = to some extent; 4 = to a moderate extent; 5 = to a large extent)

- A. Teachers
- B. school board
- C. student council
- D. parents' council
- E. Parents
- F. Non-teaching staff (e.g. librarians, psychologists, administrators)
- G. Representatives of the <local community>

ABOUT TEACHERS

Q20. Does your school provide the following support for teachers in the following areas?
(Please select one response in each row.)
(1 = No, 2 = Yes)
- A. learning groups for teachers
- B. dealing with students' learning issues
- C. dealing with diversity
- D. individual professional development plan
- E. collaboration with other teachers within the school
- F. collaboration with parents
- G. teacher counselling and guidance

Q21. In the last year, how often did you encourage your teachers to participate in the following activities?
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))
- A. helping each other
- B. planning extracurricular activities with other teachers
- C. planning different school events with other teachers
- D. dealing with students' behavioural issues together with school staff
- E. working on the teaching materials with other teachers
- F. discussing the learning development of specific students with other school staff

Q22. In the last year, how often did you encourage teachers to attend professional development activities on the following topics?
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))
- A. pedagogical competencies needed for teaching in inclusive schools
- B. using ICT (information and communication technology) skills for teaching in an inclusive environment
- C. student behaviour and classroom management
- D. approaches to individualised learning
- E. teaching students with special needs
- F. teaching in a multicultural or multilingual setting
- G. teacher-parent/guardian co-operation
- H. languages of the school environment (e.g. minority language if applicable, immigrant group language if applicable etc.)
- I. collaboration among school-staff

Q23. In the last year, how often did you encourage the teachers to
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))

A. use learning materials, which recognise diversity
B. learn about students' diversity
C. respect every student regardless of their background
D. involve students to learn about the other students' background
E. support students to participate in all activities in school
F. adapt their teaching to all students (e.g. cultural diversity of students, different learning abilities, different language abilities)
G. reduce stereotyping amongst students (e.g. ethnic, socio-economic, etc.)

Q24. In the last year, how often did you encourage teachers in the following activities?
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))

A. cooperate closely with parents or guardians for students' learning
B. cooperate closely with parents or guardians for students' well-being
C. build a trusting relationship with their students.
D. detect students who need learning support.
E. detect students who need emotional support.
F. detect students who need financial support.
G. providing students with learning support
H. providing students with emotional support
I. encourage students to use school counsellor and guidance services
J. creating a safe space for students to confide their problems

Q25. Are the following support initiatives for students available at your school?
(Please select one response in each row.)
(1 = No; 2 = Yes)
   A. peer mediation
   B. services to support students' physical health
   C. services to support students' psychological wellbeing
   D. services to support students' economic status
   E. measures to support new students
   F. support for students with disabilities and special needs (e.g. provided by the local community, volunteers etc.)
   G. interpreters for students who do not understand the language of instruction (e.g. provided by the local community, volunteers etc.)

Q26. In the last year, how often did the school provide opportunities for students to express their diversity through the following activities?
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))
   A. different (cultural, sport, religious, etc.) events
   B. expressing their knowledge and skills
   C. debates about diversity
   D. open discussion about diversity
   E. different associations (e.g. ethnic minority associations, LGBTQ associations etc.)
   F. with their physical appearance (e.g. fashion)

ABOUT SCHOOL CHALLENGES AND DATA GATHERING

Q27. Which of the following areas do you recognize as a challenge at your school?
(Please select one response in each row.)
(1 = not a challenge at all, 2 = minor challenge, 3 = moderate challenge, 4 = major challenge, 5 = extreme challenge)
- A. Cooperation among teachers
- B. Cooperation among teachers and students
- C. Cooperation among teachers and parents
- D. Cooperation among students
- E. Cooperation among school and local community
- F. Supporting active participation of parents in school life
- G. Supporting teachers to respond to the diversity of needs of all learners
- H. Supporting students to respond to the diversity of other students appropriately
- I. Promotion of democratic values
- J. Ensuring adequate support measures for all learners
- K. Ensuring adequate support measures for teachers
- L. Creating a welcoming atmosphere in the school
- M. Other:

Q28. In the last year, how often did you gather different data with the help of the following methods
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))
- A. Student survey responses
- B. Teacher survey responses
- C. Assessment of teachers' content knowledge
- D. School-based results
- E. Self-assessment of teachers' work (e.g. presentation of a portfolio assessment, analysis of teaching using a video)

Q29. In the past year, how often did you analyse the data (e.g. grades, answers to questionnaires etc.) to plan an intervention in the areas of
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))

A. teachers' teaching practices
B. students' well-being
C. parents' satisfaction with school
D. students' SES
E. bullying at school
F. school culture/climate
G. school's diversity

Q30. In the past year, how often did you use the data at your disposal to
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))

A. monitor possible reasons for differences in students' achievement
B. implement disciplinary actions
C. adjust support measures for students
D. plan teachers' professional development
E. support teachers in their teaching
F. implement an intervention
G. address the recognized teachers' needs
H. address the recognized students' needs

Q31. In the last year, when planning an intervention, how often did you and/or your teachers
(Please select one response in each row.)
(1 – Never; 2 – Rarely (app. once a year); 3 – Occasionally (app. twice to three times a year); 4 – Often (app. once a month); 5 – Very often (more than once a month))

A. gather data on intervention needs
B. identify the concrete problem which needs intervention
C. create a team which is assigned to plan the intervention for the identified problem
D. gather data on the identified problem
E. plan an intervention based on the data gathered
F. include all relevant parties in the planning of the intervention
G. include all relevant parties in the implementation of the intervention
H. assess the success of the intervention

Q32. How strongly do you agree that the following statements are true for you?
(Please select one response in each row.)
(1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree
6 = strongly agree)

      A. I don't often think about my thoughts.
      B. I rarely spend time in self-reflection.
      C. I frequently examine my feelings.
      D. I don't really think about why I behave in the way I do.
      E. I frequently take time to reflect on my thoughts.
      F. I often think about the way I feel about things.
      G. I am not really interested in analysing my behaviour.
      H. It is important for me to evaluate the things I do.
      I. I am very interested in examining what I think about.
      J. It is important to me to try to understand what my feelings mean.
      K. I have a definite need to understand the way that my mind works.
      L. It is important to me to be able to understand how my thoughts arise.

Q33.* How old are you?
(Please, write a number.)

Q34.* What is your gender?

ABOUT YOUR PROFESSIONAL BACKGROUND

Q35.* What is the highest level of formal education you have completed?
(Please select one response.)
<Below ISCED Level 5>
<Below ISCED Level 5B>
<Below ISCED Level 5A>
<Below ISCED Level 6>

Q36.* How many years of work experience do you have?
(Please round up to whole years no matter whether you worked part-time or full-time and fill in the appropriate number of years. If any option did not apply to you write "0" (zero).)
Year(s) working as a principal at this school
Year(s) working as a principal in total
Year(s) working as a teacher at this school
Year(s) working as a teacher in total
Year(s) working in other education roles (do not include years working as a teacher)
Year(s) working in other jobs

Q37.* In your pre-service and/or in-service training, how familiar did you become with the following topics
(Please select one response.)
(1 – Not at all; 2 – Slightly; 3 – Somewhat; 4 – Moderately; 5 – Extremely)
Democratic school governance
Cooperation with stakeholders
Inclusive policies and practices
Awareness of school challenges - data gathering and data analysis