

TALIS

User Guide for the International Database



TEACHING AND LEARNING INTERNATIONAL SURVEY



ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

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1 The first TALIS survey and international database (IDB)

Alena Becker

1.1 Overview

TALIS is the first international series of surveys where the major focus is on the learning environment and the working conditions of teachers in schools. It offers an opportunity for teachers and school principals to contribute to education analysis and policy development of the issues examined in TALIS. Cross-country analyses from TALIS allow countries to identify other countries facing similar challenges and to learn from other policy approaches.

To support and promote secondary analyses, the OECD is making the rich international TALIS database, the Technical Report (OECD, 2014a) and this guide available to analysts and public users. The database comprises school- and teacher-level data from 33 countries and economies¹, which gave permission for their national data to be released. It includes information from more than 10 000 schools and more than 170 000 teachers.

This guide has been designed to provide a basic yet thorough introduction to the TALIS database and to the majority of descriptive and inferential analysis presented in the international publication *TALIS 2013 Results An International Perspective on Teaching and Learning*. (OECD, 2014). The guide, however, has not been designed to include and illustrate every possible analytical technique appropriate for TALIS and therefore does not describe, for example, the multi-level modelling of data. The guide is further limited to the use of the IEA IDB Analyzer in combination with SPSS. The usage of the IEA IDB Analyzer will ensure the proper handling of Fay's variation of the Balance Repeated Replication (BRR) method to compute correct standard errors. Users who wish to undertake advanced analysis not covered by this guide or those who wish to use other statistical software packages which also account for balance replicated weights such as WesVar, will find sufficient information on the database and its technical aspects to successfully configure both software and statistical models.

1.2 The TALIS design in brief

TALIS 2013 focused on lower secondary education and also offered countries the opportunity to assess schools and teachers from primary and upper secondary education. As stated in the conceptual framework (OECD, 2013) TALIS seeks to provide policy-relevant data and analysis on the following key aspects of schooling:

- the appraisal of teachers' work in schools and the form and nature of the feedback they receive, as well as the use of outcomes from these processes to reward and develop teachers;
- the amount and type of professional development available to teachers; their needs and the barriers to accessing training;
- the pedagogical and professional practices of teachers;
- the impact that school-level policies and practices have in shaping the learning environment in schools and their impact on the work of teachers;
- the creation and support of effective school leadership in an era of accountability and devolution of educational authority;
- the extent to which recent trends in school leadership and management are having an impact on teachers.

The key international sampling and operational parameters applied in TALIS are listed below. Further details from a practical and data perspective are included in the remainder of this chapter and are described in full in the Technical Report (OECD, 2014a).

- **International target population**

As in TALIS 2008 all participating countries surveyed teachers of lower secondary (ISCED level 2) schools. There were three additional options offered to countries in TALIS 2013:

- Primary (ISCED Level 1)
- Upper secondary (ISCED level 3)
- TALIS-PISA link, where teachers from schools participating in PISA 2012 were sampled.

¹ Data from Iceland is only available on request. Please contact the TALIS team at the OECD to be put in contact with Iceland (see <http://www.oecd.org/edu/school/talis-contact-us.htm> for contact details)

- Sample size**
 To allow for reliable estimation and modelling, while allowing for some degree of non-response, the minimum sample size was set at 20 teachers within each participating school. A minimum sample of 200 schools was to be drawn from the population of in-scope schools. Thus, the nominal international sample was a minimum of 4 000 teachers.

 The nominal sample size for the TALIS-PISA link was set at 150 schools, a level which reflects the PISA requirement
- Within-school samples**
 Representative samples of teachers within schools.
- Target response rates**
 75% of the sampled schools (a school was considered to be responding if at least 50% of its sampled teachers responded), aiming for a 75% response from sampled teachers in the responding schools of the country.
- Questionnaires**
 Separate questionnaires for teachers and principals, each requiring around 45-60 minutes to complete. All mathematics teachers participating in the TALIS-PISA link sample received one additional questionnaire, the mathematics module, which required another 15-20 minutes to complete.
- Modes of data collections**
 Questionnaires filled in on paper or on-line.
- Data collection periods**
 September to December 2012 for southern hemisphere countries and January to May 2013 for northern hemisphere countries.

1.2.1 Participating countries

In all, 34 countries and economies, including 24 OECD countries and 9 partner countries and economies, participated in the second round of TALIS. Taking the four different components of TALIS 2013 into account there are 58 different samples available (see Table 1.1). However, as the United States did not meet the sampling standards, its data are not included in the averages calculated in the international tables and analyses.

Operational country acronyms and identification numbers were derived from the ISO 3166-1 definition for country codes. A three-letter operational alphanumeric code is used in filenames and identifies the country associated with that file. The operational numeric code IDCNTRY is used within the data files to identify the country for each record. For countries or sub-national entities not listed in the ISO 3166-1 – in TALIS this applies for to the province of Alberta in Canada, the Flemish Community in Belgium, the nation of England and the emirate of Abu Dhabi – the International Association for the Evaluation of Educational Achievement's Data Processing and Research Center (IEA DPC) derived new operational alphanumeric and associated numeric codes. Throughout the document the province of Alberta, in Canada, is referred to as Alberta (Canada), the Flemish Community of Belgium is referred to as Flanders (Belgium), the nation of England is referred to as England (United Kingdom) and the emirate of Abu Dhabi is referred to as Abu Dhabi (United Emirates).. To distinguish the different sampling populations within a country, an additional variable was included (IDCNTPOP) that combines the country with the population information.

Table 1.1 lists the country names and operational codes, and indicates whether the survey for a particular country was administered towards the end of the calendar year 2012, following the southern hemisphere timeline, or followed the northern hemisphere timeline and was administered in the first half of 2013.

Table 1.1 Countries participating in the second round of TALIS

Country name	ISO 3166 numeric code	Operational numeric code (IDCNTRY)	Operational alpha-3 code	Hemisphere
Abu Dhabi (United Emirates)	7842	AAD	AAD2	Northern
Abu Dhabi (United Emirates)	7842	AAD	AAD3	Northern
Alberta (Canada)	9134	CAB	CAB2	Northern
Australia	36	AUS	AUS8	Southern
Australia	36	AUS	AUS3	Southern
Australia	36	AUS	AUS2	Southern
Brazil	76	BRA	BRA2	Southern

Country name	ISO 3166 numeric code	Operational numeric code (IDCNTRY)	Operational alpha-3 code	Hemisphere
Bulgaria	100	BGR	BGR2	Northern
Chile	152	CHL	CHL2	Southern
Croatia	191	HRV	HRV2	Northern
Cyprus ²³	196	CYP	CYP2	Northern
Czech Republic	203	CZE	CZE2	Northern
Denmark	208	DNK	DNK2	Northern
Denmark	208	DNK	DNK1	Northern
Denmark	208	DNK	DNK3	Northern
England (United Kingdom)	926	ENG	ENG2	Northern
Estonia	233	EST	EST2	Northern
Finland	246	FIN	FIN2	Northern
Finland	246	FIN	FIN1	Northern
Finland	246	FIN	FIN3	Northern
Finland	246	FIN	FIN8	Northern
Flanders (Belgium)	956	BFL	BFL1	Northern
Flanders (Belgium)	956	BFL	BFL2	Northern
France	250	FRA	FRA2	Northern
Iceland	352	ISL	ISL3	Northern
Iceland	352	ISL	ISL2	Northern
Israel	376	ISR	ISR2	Northern
Italy	380	ITA	ITA3	Northern
Italy	380	ITA	ITA2	Northern
Japan	392	JPN	JPN2	Northern
Korea	410	KOR	KOR2	Northern
Latvia	428	LVA	LVA2	Northern
Latvia	428	LVA	LVA8	Northern
Malaysia	458	MYS	MYS2	Southern
Mexico	484	MEX	MEX1	Northern
Mexico	484	MEX	MEX2	Northern
Mexico	484	MEX	MEX3	Northern
Mexico	484	MEX	MEX8	Northern
Netherlands	528	NLD	NLD2	Northern
Norway	578	NOR	NOR3	Northern
Norway	578	NOR	NOR1	Northern
Norway	578	NOR	NOR2	Northern
Poland	616	POL	POL3	Northern
Poland	616	POL	POL2	Northern
Poland	616	POL	POL1	Northern
Portugal	620	PRT	PRT8	Northern
Portugal	620	PRT	PRT2	Northern
Romania	9642	ROU	ROU8	Northern
Romania	9642	ROU	ROU2	Northern
Serbia	688	SRB	SRB2	Northern
Singapore	702	SGP	SGP2	Southern
Singapore	702	SGP	SGP3	Southern

² **Note by Turkey:** The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognizes the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

³ **Note by all the European Union Member States of the OECD and the European Union:** The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Country name	ISO 3166 numeric code	Operational numeric code (IDCNTRY)	Operational alpha-3 code	Hemisphere
Singapore	702	SGP	SGP8	Southern
Slovak Republic	703	SVK	SVK2	Northern
Spain	724	ESP	ESP2	Northern
Spain	724	ESP	ESP8	Northern
Sweden	752	SWE	SWE2	Northern
United States	840	USA	USA2	Northern

1.2.2 Target populations, sampling and instruments

In TALIS 2013 the so-called Core survey at ISCED Level 2 (lower secondary education) was mandatory for all participating countries. Countries were also given the option to administer the survey at ISCED Level 1 (primary education), ISCED Level 3 (upper secondary education) and to administer TALIS in schools that had participated in the 2012 Programme for International Student Assessment (TALIS-PISA Link). For a detailed description of the target populations see Chapter 5 of the Technical Report (OECD, 2014a).

In most of the countries participating in TALIS 2013, a two-stage stratified cluster sampling procedure was used. National centres provided a list of all schools offering regular education at the respective ISCED levels to Statistics Canada. The stratified samples of schools were drawn with probability proportional to size by staff at Statistics Canada. After agreeing to participate, the selected schools provided national centres with a list of all eligible teachers teaching at least one class at the respective ISCED level. National centres drew a random sample of teachers using software provided by the IEA DPC. As a general rule, 200 schools and 20 teachers per school were surveyed in each participating country. In addition, all mathematics teachers available in schools sampled for the TALIS-PISA link were sampled.

The study administered two questionnaires to respondents in schools: a school questionnaire to the principals, and a teacher questionnaire to the teachers. All mathematics teachers in the TALIS-PISA link schools received an additional questionnaire, the mathematics teacher module. All questionnaires were translated into the respective language(s) and vetted for linguistic equivalence. To conduct a valid analysis of the TALIS data and to correctly interpret the results, it is important to be aware of adaptations to the questionnaires that might have been made by national centres. In some instances, the international version of a question or item had to be adapted by all participating countries, for example with respect to ISCED levels. In other cases, national centres adapted questions or items for socio-cultural reasons or because the international version was (partly or completely) not applicable in their country. Users of the international database are encouraged to refer to Appendix A4 of this guide for more details about national adaptations in the second round of TALIS, and their potential consequences for comparability across countries.

1.2.3 Operations and data preparation

Once schools and teachers had been sampled, administration of the survey began. National centres could opt to administer the survey questionnaires on-line, on paper or both, and were free to choose which mode would be the default at the national, school or individual level. The data was collected from January to May 2013 in the northern hemisphere and from September to December 2012 in the southern hemisphere. In total, over 170 000 teachers and 10 000 principals participated. Before, during and after data collection, a number of quality assurance and control procedures were implemented to ensure high quality and international comparability, both of the procedures implemented and of data from participating countries.

National centres ran standardised checks on their data to detect inconsistencies, duplicate records, or erroneous data entry. During data processing, the IEA DPC investigated the quality of the data using more than 250 structure, validation and consistency checks. The IEA DPC and national centres worked closely to resolve any issues that were detected.

The cleaned data from participating countries were so that any adaptations made by national centres were recoded to recover the international data structure. Please refer to Appendix A4 of this guide for details about country-specific adaptations and their handling.

1.2.4 Weighting and quality of samples

Following weighting (see Chapter 3), the quality of the achieved sample within each country participating in the second round of TALIS was, for the most part, assessed by categorising the participation rates of teachers. The categorisation resulted in unrestricted reporting for all but one country. The United States participated in TALIS but did not meet the sampling requirements agreed upon by the TALIS Board of Participating Countries.

When interpreting the data reported, a number of issues should be noted regarding the sampling or field operations:

- Flanders (Belgium): The ISCED2 sampling was done based on “administrative units” rather than on schools; users should therefore be careful when comparing “school level” estimates.
- Israel: The sampling excluded Ultra Orthodox schools.
- Japan: In a number of schools, some teachers who should have been included were mistakenly excluded (e.g. part-time, special needs).
- Korea: The data collection occurred in the early part of the year following TALIS reference year.
- Mexico: In the ISCED 3 sample, six (6) schools were rejected because of unapproved teacher sampling procedures.
- Malaysia: Many issues were discovered relating to coverage (established at about 90%), reconciliation of the sampled schools with the sampling frame, teacher sampling, data inconsistencies and deviations from the prescribed protocols of the survey. Schools where information could not be corrected or confirmed were excluded.
- Portugal: Azores and Madeira were excluded from data collection.
- Singapore: The ISCED 2 and ISCED 3 coverage falls below 95% after the exclusion of 27 private schools.
- Serbia: Users should use caution as school listings could not all be confirmed and differences between school listings and sampling frame information could not be explained.
- United States: The data from the United States are located below the line in selected tables in this report and are not included in the calculations for the international average. This is because the United States did not meet the international standards for participation rates, as shown in the table below. As mentioned previously, to maintain a minimum level of reliability, the TALIS Technical Standards require at least 75% of schools (after replacement) and at least 75% of teachers within the selected schools must participate in the survey.

Attention Point

Data for the United States are included as part of the international database released by the OECD. Participation of and within the original sampled schools however fell below 50% in the United States and the sampling adjudication variable INTAL13 was consequently set to code 0 (record does not meet adjudication requirements) in accordance with minimum sampling requirements and standards.

To learn more about the quality rating of the TALIS samples and to identify possible limitations, users of the international database are encouraged to consult Chapter 9 of the Technical Report (OECD, 2014a) and Annex A of the international Report (OECD, 2014).

1.3 Secondary analysis of data from the second round of TALIS

Since TALIS was an ambitious and demanding study, involving complex procedures for drawing samples, collecting data, and analysing and reporting findings, it is necessary to have an understanding of the characteristics of the study in order to work effectively with the data. The TALIS design, operations and data gathering closely resembled the procedures used in past and current educational surveys and student achievement studies, such as the OECD Programme for International Student Assessment (PISA), the IEA Trends in International Mathematics and Science Study (TIMSS) and the IEA Second International Technology in Education study. However, in TALIS the themes and target populations of the study imposed a number of additional requirements upon data collection and analysis.

1.3.1 Resources and requirements

This User Guide describes the organisation, content, and usage of the international database from a practical perspective. The Technical Report (OECD, 2014a) provides a comprehensive account of the conceptual, methodological, and analytical implementation of the study. It is imperative, therefore, that the Technical Report be used in conjunction with the User Guide. The initial international report (OECD, 2014) is another key resource for the analysis itself. Using all three publications in combination will allow analysts to understand and confidently replicate the procedures used, as well as to correctly undertake new analyses in areas of special interest.

At a minimum, an analyst carrying out secondary analysis will need to have a good understanding of the conceptual foundations of TALIS, the themes addressed, the populations targeted, the samples selected, the instruments used and the production of the international database. All of this is covered and explained in detail in the Technical Report (OECD, 2014a) and sketched in practical terms in this User Guide. Additionally, users will need to make themselves familiar with the database structure and its included variables (Chapter 2 in this guide). While it is not critically necessary to be fully knowledgeable about the methods used to construct, validate and compute the derived scales (for the most part using multiple-group confirmatory factor analysis), it is imperative that analysts be aware of the limitations of these models in terms of cultural invariance and for making direct comparisons between countries (see Chapter 10 in the Technical Report and also Section 5.4 in this guide).

There are some other important aspects to keep in mind when working with TALIS data:

- TALIS is an observational, non-experimental study that collected cross-sectional data. This implies that causal inferences and language of the type “condition A caused effect B”, “factor A influenced outcome B”, or “variable A impacted on variable B”, cannot and should not be established with TALIS data alone. The initial results (OECD, 2014) refrain from making such inferences or using causal language.
- The TALIS instruments include a mixture of questions relating to factual information as well as to attitudes, beliefs and perceptions. All this information was self-reported by the principals and teachers. This implies that a wording such as “the estimated proportion of teachers with X is ...” would be preferable to writing “X percent of teachers *are* ...”.
- TALIS was carried out in countries with diverse educational systems, sometimes further divided within the country by jurisdiction, and cultural contexts. Thus the perception of questions or the terminology used in them might not be fully equivalent across these or other boundaries. This effect became evident in the analysis of cross-cultural measurement invariance (see Chapter 10 in the Technical Report and also Section 5.4 in this guide).
- The vast majority of variables in TALIS are categorical in nature (nominal or ordered). This implies that analysts will need to consider categorical, non-parametric analysis methods for these types of variable. Techniques for continuous variables (provided that the required assumptions hold) should only be used on counts and the derived scales obtained through data reduction or scaling methods such as factor analysis, structural equation modelling or item response theory

Additionally, analysts will need to have a working knowledge of SPSS (or the software of choice) and knowledge of basic descriptive and inferential statistics, such as estimating means, correlations, or linear regression parameters. Appropriate theoretical knowledge will be needed to conduct advanced analyses such as logistic regressions.

1.3.2 Estimation requirements

For those analysts who are familiar with population estimation using other large-educational scale survey databases such as those produced by, for example, the OECD PISA programme or IEA surveys, the analysis of TALIS data will present little difficulty after they have made themselves familiar with the conceptual foundation and the methodological, operational and analytical details of the study. For those users not accustomed to working with complex survey sample data, this database User Guide should contain sufficient technical information to allow for correct basic analysis.

The two main analytical requirements that any secondary analysis needs to account for are 1) the use of sampling weights in computing estimates and 2) the complex multi-stage cluster sample design that was implemented to balance the research goals and cost-efficient operations. Chapter 3 of this User Guide includes a brief account of the weights and variance estimation techniques intended for TALIS, whereas Chapters 5 and 9 of the Technical Report (OECD, 2014a) provide a more detailed description of the sample design and the estimation and replication weights found on the international database.

As previously mentioned, this User Guide is principally tailored to SPSS, one of the most widely used statistical packages in social science and educational research. Unfortunately, to date (*i.e.*, version 20), the base SPSS does not support complex survey designs like those used in TALIS and cannot be used out of the box for methodologically correct estimation of sampling errors and of test statistics. The base SPSS rather assumes that the data come from a

single-stage, simple random sample, which is not the case in TALIS (in common with most other large-scale surveys.). A “Complex Samples” module for SPSS is available but does not handle replication for the estimation of sampling errors which is the technique used for TALIS. This gap is filled by the IEA IDB Analyzer which is available free of charge to analysts using the TALIS database. The Analyzer uses SPSS as an engine to compute population estimates and design-based standard errors using replication. The IEA developed the Analyzer in the context of its large-scale student assessments TIMSS and PIRLS [do the acronyms need spelling out?], and adapted it for use with the TALIS data. Chapter 3.1 provides in-depth information about the IDB Analyzer and illustrative examples. The IEA IDB Analyzer will allow users to compute estimates of percentages, means, percentiles, correlations and linear regression parameters, including their respective standard errors.

Alternative statistical software packages are available for the analysis of complex sample data (see Section 3.4). Since occasional users of the database may not be willing to resort to one of the commercial packages with their associated costs.

1.3.3 Levels and units of analysis

The TALIS study defined two target populations which were sampled using a multi-stage stratified cluster design. Each school is regarded as a “cluster” and all teachers are nested within these clusters. Schools can therefore be referred to as the primary sampling units (level 2, in multi-level models) whereas teachers are the secondary sampling units (level 1, in multi-level models). Populations were defined to be as broad as possible and samples were designed to yield unbiased estimates for both school and teacher populations. Schools can be considered as units of analysis in their own right although, as in PISA, the school information in TALIS was of secondary interest; samples were optimised to enrich and contribute to the teacher information that was of central interest.

In TALIS, the initial publication uses the teachers (level 1) as the unit of analysis in the majority of tables, either on their own or by combining them with school-level variables. In the latter case, school information becomes an attribute of the teacher, and the information from both files can be used to answer research questions of the type “What percentage of teachers work in schools with a particular attribute?”. In other words, the initial TALIS publication generally reports data and findings from the perspective of teachers. It is important to note that in this case, the appropriate weight to be used is the final teacher weight TCHWGT (see also Section 3.2.2).

Another possibility in working with the data is to “aggregate” teacher-level information to the school level and to use this information in school-level or teacher-level analyses. In this “aggregation” scenario, analysts need to be aware of the implicit shift of focus to the school level: inferences and interpretations can no longer refer to the level 1 units, in this case the teachers. Ignoring these issues may result in an “ecological fallacy” (Robinson, 1950) when aggregated information is analysed. This fallacy assumes that each individual member of a group has the average characteristics of the group at large. TALIS derived and reported a few such variables (see Section 2.4.4).

The pros and cons of both “disaggregating” and “aggregating” information are summarised in Chapter 3 of Snijders and Bosker (1999). However, it is important to note first that, for certain research questions, neither of these two methods may fully account for the hierarchical nature of the data, and secondly, the potential effects that arise from the fact that teachers are nested within schools. In the worst-case scenario, they may provide an incomplete or misleading representation of educational systems and processes. If an analyst is interested in answering research questions that refer to or try to explain the degree of variability of a characteristic that is located within schools and between schools, multilevel models (*e.g.*, a two-level hierarchical linear model) may be advisable.

While TALIS was designed with multi-level modelling in mind, such models are not discussed in either theoretical or practical terms in this introductory guide, since more factors and considerations than can be addressed here determine their specification in the light of specific research questions. Users will need a full understanding of the theoretical and mathematical basis for multi-level analysis, for example with respect to the use of conditional weights at level 1 and centring options for effects.

More specifically:

- Users should understand that a sufficiently large number of level-1 units (teachers) needs to exist within each level-2 unit (schools) in order to estimate variance components with confidence (see, for example, Maas and Hox, 2005). If the model is derived using too few units, the results of the variance decomposition may be unreliable. With a default (minimum) within-school sample size of 20 teachers and a minimally required participation rate of 75% at the teacher level, 15 or more teachers (level-1 units) should contribute to the analysis in each school. Models for those countries with a larger number of small schools (and consequently fewer contributing level-1 units in each), and models with a high number of parameters to be estimated are likely to be more difficult (sometimes impossible) to fit.
- With respect to non-response adjusted conditional weights (or within-school weights) for teachers, that reflect the probability of a teacher being selected given that the teacher’s school was selected, analysts should note that these weights are not readily available on the public-use database. However, the within-school weights can

be computed by dividing the final teacher weight (TCHWGT) by the final school weight (SCHWGT). Users should be aware though that the final teacher weight may not necessarily be equal for all teachers within a school, as a result of an adjustment made for individual teachers teaching in multiple schools (see Chapter 9 in the Technical Report for this and other weight components).

- While there are no major differences in the definition of a teacher for the purpose of TALIS, there may be, from one country to another, differences in what a school is (*e.g.*, with respect to administrative units, multi-campus schools, buildings, tracks and shifts). As in PISA, the results of multilevel and variance decomposition analyses, that investigate the between-school variability of a characteristic, need to be interpreted in the light of the structure of the education systems, the definitions underlying the school sample frame and the specific schools that teachers and principals were asked to refer to in the questionnaires. The sampling summaries included in the Technical Report (OECD, 2014a) should be helpful in this respect.

A comprehensive introduction to sampling and estimation in descriptive surveys, including design effect statistics has been written by Lehtonen and Pahkinen (2004). Applied Survey Data Analysis by Heeringa, West and Berglund (2010) provides an intermediate-level statistical overview of the analysis of complex sample survey data. A readable straightforward introduction to multi-level analysis has been written by Snijders and Bosker (1999). With respect to the actual estimation of such models, interested analysts should refer to the popular multi-level software packages that include STATA (StataCorp LP, 2014), HLM 6 (Raudenbusch, Bryk and Congdon, 2004), Mplus (Muthén and Muthén, 2012), MLwiN (Rasbash *et al.*, 2014) and SAS⁴ (SAS Institute, 2008).

1.3.4 Limitations of the public-use database

The TALIS public-use database has one substantial limitation:

- The data from Iceland were not included at the country's request. No secondary analysis that includes Iceland can be performed unless the data files are obtained directly from the country⁵.

This limitation implies that the tables presented in the initial report (OECD, 2014), including the "TALIS Average" cannot be fully reproduced by secondary analysts.

For further limitations resulting from any applied confidentiality measures, please refer to Section 2.6.

1.4 The organisation of this guide

This guide provides information about the database, sets out analytical requirements, and provides analytical examples for the first round of TALIS.

- **Chapter 2** presents a description of the TALIS international database for public use, its included variables and missing coding schemes.
- **Chapter 3** explains and illustrates the two most important analytical requirements: 1) using the weights to compute population estimates and 2) accounting for the complex sample design during estimation. A brief overview of software packages available for the analysis of complex survey data is also included.
- **Chapter 4** introduces the IEA IDB Analyzer, which is available free of charge to interested analysts and supports a variety of analytical procedures using TALIS data, including the estimation of means and percentages, (multiple) linear regression models and correlations. In addition, the chapter includes the reproduction of some tables from the TALIS initial results publication.
- **Chapter 5** provides information and formulae for the comparison of sub-populations or estimates within a country, between two or more countries, and between a country estimate and an international average.
- **Appendices** contain the international versions of the questionnaires, codebooks and information about national adaptations.

⁴ MIXED, NL MIXED and GLIMMIX procedures.

⁵ Please contact the TALIS team at the OECD to be put in contact with Iceland (see <http://www.oecd.org/edu/school/talis-contact-us.htm> for contact details)

2 The TALIS data files

Alena Becker

2.1 Overview

The OECD has made the international database for the second round of TALIS available for download from its website. The materials comprise data archives in SPSS, SAS and CSV formats as well as the “TALIS User Guide to the International Database” and the “TALIS Technical Report”. The standard format for the public-use of the international database is SPSS, which is accessible to virtually all secondary analysts. The international database is additionally available in SAS and CSV format. For more flexibility, the data are available for each country separately (e.g. lower secondary education teacher data for Australia: BTGAUST2) as well as in a combined file identified with the acronym ‘INT’ (e.g. lower secondary education teacher data for all countries: BTGINTT2) including all countries within the same level of education.

Certain confidentiality measures were implemented for the public-use international database, to protect the identity of respondents and to maintain the confidentiality of information. Some of these measures were implemented for all participating countries, other were implemented for individual countries through bilateral agreements. Section 2.6 of this guide provides an overview of these measures.

2.2 Files and codebooks

This section describes the file types, contents and formats of the database. The file names generally follow a DOS 8.3 file naming convention, *i.e.* file names with eight characters, followed by a three-character extension (as in FILENAME.EXT). Files with the same names but with a different extension contain the same information. The extensions used for the files contained in the package are the following:

- .SAV – SPSS data files
- .SAS7BDAT – SAS data and format files
- .CSV – comma separated value files

For each file type, a separate file exists for each participating country. Files of the same type are structurally isomorphic, *i.e.* each file includes the same uniformly defined set of variables. The TALIS file types are:

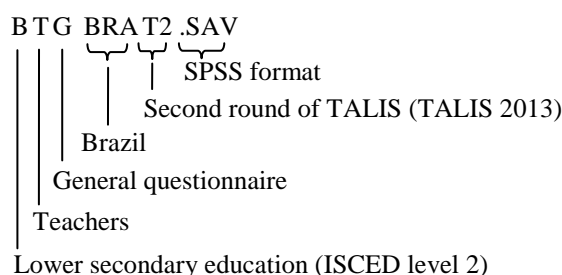
- 1 school-level data file per country with information collected from the principals (xCG),
- 1 teacher-level data file per country with information collected from the teachers (xTG). To keep the structure consistent across all four TALIS options, teacher data files from the ISCED levels 1-3 options include all variables from the Mathematics Teacher Module (MTM). These will be coded as “not administered” in these respective data files.

The filenames consist of an eight-character string followed by a three-character file extension using the following naming conventions:

- The first character of a file name indicates the population:
 - “A”, denoting populations associated with primary education (ISCED level 1);
 - “B”, denoting populations associated with lower secondary education (ISCED level 2);
 - “C”, denoting populations associated with upper secondary education (ISCED level 3);
 - “P”, denoting populations associated with the TALIS-PISA link.
- The second character indicates the level of the information included in a file. The letter “C” indicates a school-level data file and the letter “T” a teacher-level data file.
- The third character indicates the context or scope of the information in a file. The letter is always “G” and it is used for general questionnaire data.
- The fourth to sixth characters identify the participating country using a three-character alphanumeric abbreviation based on the ISO 3166 coding scheme. Table 1.1 in Section 1.2.1 lists the codes of all participating countries. The acronym “INT” identifies files holding data for all available countries.
- The seventh and eighth characters indicate the study cycle. The combination “T2” is used for the second round of TALIS conducted in 2013.

- The character file extensions used for the data files are .SAV for the SPSS format, .SAS7BDAT for SAS format, and .CSV for the CSV format files.

For example, the file name “BTGBRAT2.SAV” indicates an ISCED level 2 teacher file for Brazil from the second round of TALIS in SPSS format:



For information related to the structure of the data files, as well as the source, format, descriptive labels, and response option codes, please refer to Appendices A5 and A6.

The SPSS files include full dictionary/meta information, *i.e.* variable name, format (type, width, and decimals), label, value labels, missing values and appropriately set measurement level (nominal, ordinal, or scale). The dictionary information can be accessed through the SPSS “View → Variables” menu, or in output form through the “File → Display Data File Information” menu.

SAS files include appropriate display formats and variable labels. SAS does not store value labels in data files permanently so analysts would need to associate corresponding format files with each session, if desired.

2.3 Records included

The international database includes all records that satisfied the international sampling standards. Data from those respondents, who either did not participate or did not pass adjudication, for example because within-school participation was not sufficient, were removed from the final database.

More specifically, the following records are included:

- All participating schools – that is, generally, any school where at least 50% of the sampled teachers responded to the questionnaire – have a record in the school-level international database, regardless of whether the principal responded to the school questionnaire, and
- All participating teachers – that is, any teacher who responded to the teacher questionnaire and/or the mathematics teacher module and is in a school considered participating – have a record in the teacher-level files.

Consequently, the following records were excluded from the database:

- Schools where fewer than 50% of the sampled teachers participated;
- Sampled teachers that were afterwards reported as not in scope, not eligible, excluded or no longer at the school;
- Sampled teachers from those schools where less than 50% of the sampled teachers participated;
- Sampled teachers in schools considered participating but who did not respond to the questionnaire; and
- Any other records that were considered unreliable, of undocumented origin or otherwise in violation of accepted sampling and adjudication standards.

In addition, any additional data collected by countries to meet exclusively national requirements was excluded from the international database.

Attention Point

Data for the United States are included as part of the international database released by the OECD. Participation of and within the original sampled schools however fell below 50% in the United States and the sampling adjudication variable INTAL13 was consequently set to code 0 (record does not meet adjudication requirements) in accordance with minimum sampling requirements and standards.

The TALIS adjudication rules were proposed by the consortium, and approved by the BPC. More information on sampling standards and adjudication can be found in Chapter 5 and Chapter 9 of the TALIS Technical Report (OECD, 2014a).

2.4 Survey variables

For each school that participated in the survey, the following information is available:

- The identification variables for the country and school;
- Additional administrative variables;
- The school principal's responses to the school questionnaire;
- The school indices derived from the original questions in the school questionnaire;
- The school estimation and replicate weights;
- The database version and the date of the release.

For each teacher who participated in the survey, the following information is available:

- The identification variables for the country, school and teacher;
- Additional administrative variables;
- The teacher's responses to the teacher questionnaire;
- The teacher's responses to the mathematics teacher module;
- The teacher indices derived from the original questions in the school questionnaire;
- The teacher estimation and replicate weights;
- The database version and the date of the release.

These variables are explained in more detail in the next three sections.

2.4.1 Identification variables

The following identification variables are used to identify uniquely each record in the data files:

- **IDCOUNTRY** – A two- to four-digit numeric code identifying the country. Where possible, the ISO 3166-1 codes were used. For some countries or entities that are not covered in the ISO 3166-1 code list, a numeric code was created and assigned by the IEA DPC (see Table 1.1).
- **IDCOUNTRYR** – A two-digit numeric code identifying the country. This variable was created to sort the countries alphabetically and reproduce the country order in the international report (again, see Table 1.1 Countries participating in the second round of TALIS).
- **IDCNTPOP** – This variable is a combination of the 3-digit alpha numeric ID Code and the ISCED level for which the teacher was sampled (please note that the samples for the TALIS PISA link are coded as 8, e.g. SGP8).
- **IDSCHOOL** – In all school- and teacher-level files, this four-digit numeric code identifies the school within a country. Note that codes are only unique within a country. To uniquely identify schools across countries, IDSCHOOL has to be used in combination with IDCOUNTRY.

- **PISASCHOOLID** - This variable provides the ID that can be used to merge the TALIS 2013 school file to the PISA 2012 school file. This variable is only relevant for TALIS-PISA Link files but exists in all other files as well. There the assigned value is 99998.

In addition, the teacher files ATG, BTG, CTG and PTG includes the following:

- **IDTEACH** – A six-digit numeric code to identify teachers within schools. The first four digits are composed of the school ID (IDSCHOOL), followed by a unique, sequentially assigned two-digit number within each school.

Attention Point

For reasons of confidentiality, the identification variables IDSCHOOL and IDTEACH were scrambled for the public-use international database and do not match those used during the data collection. However, the structural link between the school and teacher level – as implemented via the variable IDSCHOOL in the teacher file that is identical to the first four digits of any IDTEACH – has been maintained for all countries.

2.4.2 Administration variables

Although they do not contribute directly to any analysis, the international database includes several variables that provide additional information about survey administration, participation and other basic characteristics of respondents. The following variables are used for this purpose in the school- and teacher-level files:

- **CPART/TPART** – Final participation/response status information for school principals and teachers as derived from the tracking forms and the data itself. For codes, see Appendix A5 and/or A6.
- **MODEA_PrQ/ MODEA_TcQ** – Indication of the questionnaire administration mode for school principals and teachers. The value was set to “1” for questionnaire administered on paper and “2” for questionnaires administered on-line.

The teacher data file (BTG) includes one additional variable providing information about the language of the teacher questionnaire administered:

- **IDLANG** – Language used for the teacher questionnaire. If a country used only one language, which is the case for the majority of countries, the value was set to “1” for all teachers. Additional information about questionnaire languages is included in Chapter 4 of the Technical Report (OECD, 2014a).

2.4.3 Questionnaire variables

This section describes the variables collected from principals and teachers using the survey’s instruments. The three questionnaires including the respective variable names can be found in Appendix A1-3 of this document. The variable names used in the database were assigned using a consistent and systematic naming convention. The variable names are the same across the different education levels covered by the TALIS options:

- The first four digits indicate the source of the data. Variable names beginning with “TC2G” indicate data from the principal questionnaire, variable names beginning with “TT2G” indicate data from the teacher questionnaire and variable names beginning with “TT2M” indicate data from the mathematics teacher module.
- The fifth and sixth digits represent the question number within the questionnaire.
- For example, the variable name TC2G03 is Question 3 of the principal questionnaire, “Highest level of formal education completed by the school principal”.
- If needed, the seventh digit indicates the dimension of the question. If a question is divided into several items, letters indicate the items in alphabetical order. For example, BTG04B refers to item B of question 4 of the teacher questionnaire, “years working as a teacher in total”.
- If questions are even further divided, *e.g.* in complex matrix questions like question 28 of the teacher questionnaire, the eighth digit sequentially identifies the sub-items. For example, BTG28B4 refers to the “assigned mentors” part of Question 28B on the “feedback from student surveys about teaching”.

The resulting variable names are TC2G01 to TC2G39I for the school-level files and TT2G01 to TT2G49G and TT2M01T to TT2M17C in the teacher-level files.

The raw information collected by the questionnaires has undergone extensive processing, inspection, cleaning and editing. Out-of-range values, questions determining the flow of the questionnaire, as well as inconsistent or implausible combinations of responses were inspected and cleaned where necessary and possibly in consultation with the concerned

country, the questionnaire experts and the OECD. To address residual inconsistencies, certain automatic edits, for example the removal of responses to percentage questions that did not total an intended value, were imposed for all countries. For further information on data collection, capturing, processing, editing, weighting and adjudication of the international database, please consult Chapter 8 in the Technical Report (OECD, 2014a).

Attention Point

The information in the database that this guide accompanies is in the state in which it was used in OECD's initial publication of TALIS results (OECD, 2014). A small number of residual inconsistencies or implausible combinations of responses may still exist in the data in cases where no clear rationale for deletion or editing could be developed by the consortium or the OECD.

It is therefore strongly recommended that data base users pay particular attention to the variables or combinations of variables used, when confronted by problematic information or assumptions

For the international database, the data cleaning process at the IEA DPC ensured that information coded in each variable was in fact internationally comparable, that national adaptations were reflected appropriately in all concerned variables, that questions not internationally comparable were removed from the database and eventually that all entries could be successfully linked between levels. For more information on national adaptations and their eventual handling, please consult Appendix A4 in this guide.

2.4.4 Indices, ratios and indicators derived from the questionnaire data

The analyses in the initial report of the second round of TALIS (OECD, 2014) are based on both individual questionnaire variables as described above and on composite and derived variables created from multiple variables in the questionnaire that formed a construct and eventually an index. Chapter 10 of the Technical Report (OECD, 2014a) includes comprehensive information about the scale and indicator construction and validation.

The school file contains three types of indices. The first set is based on a simple transformation of one variable or on a combination of variables. The database includes 5 indices and ratios of this first type.

- **PRAGEGR** – Principal Age Groups (variable to match principal age to categories used in TALIS 2008)
- **TPRATIO** – Teacher – Pedagogical Support Personnel Ratio (TC2G12A/ TC2G12B)
- **TARATIO** – Teacher – Administrative or Management Personnel Ratio (TC2G12A/(TC2G12B+ TC2G12D))
- **STRATIO** – Student – Teacher Ratio (TC2G14/ TC2G12A)
- **PLEADTRI** – Leadership Training Strength Index
 - 0: No training (all of TC2G06A-C answered 'Never')
 - 1: Weak leadership training (two of TC2G06A-C answered 'Never')
 - 2: Average leadership training (one of TC2G06A-C answered 'Never')
 - 3: Strong leadership training (none of TC2G06A-C answered 'Never')

The second set, comprising 5 indices, were created using the frequencies of the source variables because CFA models were not appropriate for the measured items comprising them (see chapter 10 of the Technical Report (OECD, 2014a).

- **PLACKPER** – Lack of pedagogical personnel
- **PLACKMAT** – Lack of material resources
- **PSTFFAUT** – School autonomy for staffing
- **PBDGTAUT** – School autonomy for budgeting
- **PINSTAUT** – School autonomy for instructional policies

The third set of 7 indices was computed as factor scores by using confirmatory factor analysis (CFA). To estimate the model parameters (item factor loadings and intercepts), an international calibration sample was used. This calibration sample included all participating countries except Cyprus⁶ and the United States and the weights were rescaled in such a way that all countries populations were equal, to ensure equal contribution to the parameter estimates. The parameter

⁶See footnotes 2 and 3 at the beginning of this User Guide.

estimates from the ISCED 2 calibration sample were then used to compute the factor scores for all populations (ISCED 1, 2 and 3 and TALIS-PISA link). The original factor scores have different means close to zero and different standard deviations were rescaled to have a scale midpoint of 10, which coincides with the theoretical midpoint of the Likert-scale of the questions used for the scale construction. The standard deviation was set to 2. The same procedures were used to derive the scales from the teacher questionnaire (please see below). For more information on the scaling procedures, please see Chapter 10 of the Technical Report (OECD, 2014a).

- **PSCDELIQS** – School delinquency and violence
- **PSCMUTRS** – School climate - mutual respect
- **PDISLEADS** – Degree of distributed leadership in the school
- **PJSENVS** – Satisfaction with current work environment
- **PJSPROS** – Satisfaction with profession
- **PJOBSATS** – Principal job satisfaction
- **PINSLEADS** – Instructional leadership

The teacher-level files include two sets of indices. The first set is based on a simple transformation of one variable or on a combination of variables. The database includes two indices of this first type.

- **TCHAGEGR**– Teacher Age Groups (variable to match teacher age to categories used in TALIS 2008)
- **PPDACT**– Participation in Professional Development Activities in the previous 12 months
 - 1: Did not participate (if all of TQ-21A1-E1 and TQ-21F-I = 2)
 - 2: Did participate (if any of TQ-21A1-E1 or TQ-21F-I = 1)

The second set, analogous to the third set described for the school-level files above, contains 18 complex scales resulting from confirmatory factor analysis (CFA). The procedure to derive these scales followed the same steps as the one for the school principal scales (see above).

- **SECLSS** – Efficacy in Classroom Management
- **SEINSS** – Efficacy in Instruction
- **SEENGs** – Efficacy in Student Engagement
- **TSELEFFS** – Teacher Self-Efficacy
- **TJSENVs** – Satisfaction with Current Work Environment
- **TJSPROS** – Satisfaction with Profession
- **TJOBSATS** – Teacher Job Satisfaction
- **TSCSTAKES** – Participation among Stakeholders
- **TSCTSTUDS** – Teacher-Student Relations
- **TCDISCS** – Classroom Disciplinary Climate: Need For Discipline
- **TCONSBS** – Constructivist Beliefs
- **TCEXCHS** – Exchange and Coordination For Teaching
- **TCCOLLS** – Professional Collaboration
- **TCOOPS** – Teacher Co-Operation
- **TEFFPROS** – Effective Professional Development
- **TPDPEDS** – Need for Professional Development in Subject Matter and Pedagogy
- **TPDDIVS** – Need for Professional Development for Teaching for Diversity
- **TMSELEFFS** – Self-Efficacy in Teaching Mathematics (only computed for teachers receiving the Mathematics Teacher Module)

2.4.5 Weighting and variance estimation variables

To calculate population estimates, the following weight variables are included in the international database:

- **SCHWGT** – Final school weight for the school-level files
- **TCHWGT** – Final teacher weight for the teacher-level files

To calculate correct BRR variance estimates, the following replicate weights are included in the international database.

- **SRWGT1 to SRWGT100** – 100 school BRR replicate weights are included in the school files
- **TRWGT1 to TRWGT100** – 100 teacher BRR replicate weights are included in the teacher files

Further details about weighting and variance estimation are provided in Chapter 3 and subsequent chapters of this User Guide.

Since the BRR replicate weights are stored on the data files, they need not be computed each time the data files are processed. Therefore, “zone” and “replicate” markers are not required on the public-use international database. Users familiar with TIMSS and PIRLS, for example, will see the differences in the contents of the data files.

Attention Point

For confidentiality reasons, variables for explicit (IDSTRATE) and implicit stratification (IDSTRATI), variables for BRR zone (BRRSZONE, BRRTZONE) and BRR replication unit (BRRSREP, BRRTREP) as well as all weighting factors (WGTFAC1, WGTFAC2) and adjustments (WGTADJ1, WGTADJ2, WGTADJ3 and WGTADJ4) used for the computation of the final weights were removed from the public-use international database. Likewise, certain variables used exclusively for the stratification (frame sorting) within schools such as age, gender or subjects taught have also been removed.

2.4.6 Database version and date of release

Two additional variables include versioning information:

- **VERSION** – Release version number of the database
- **DPCDATE** – File creation date, formatted as YYYYMMDD

2.5 Coding of missing data

A response to a question can be missing for several reasons. The question might have been excluded from the questionnaire, the respondent might have chosen not to respond to the question, or the question did not apply to them. These kinds of missing data were inspected and handled differently during data processing and editing and are therefore also coded differently in the data files. The codes used to represent each type of missing data depend on the file format – SAS or SPSS.

The four different types of missing values used by TALIS are explained below. Unlike some sample surveys, TALIS did not use a special code to indicate invalid responses and instead, these were collapsed with the code for “omitted” responses.

Attention Point

It is strongly recommended that database users inspect variables of interest or combinations of variables prior to any analysis with respect to the level of missing data .

2.5.1 Not administered questions

A response to a question was coded as “not administered” in these cases:

- A questionnaire was returned empty, was not returned or was lost. All variables referring to that questionnaire and any derived variables were coded as “not administered”.
- For socio-cultural reasons, a country might have chosen to not administer a certain question in its national questionnaire. The variables corresponding to the question that was removed were coded as “not administered”. See Chapter 4 of the Technical Report (OECD, 2014a) and Appendix A4 in this guide for details on national adaptations.
- The variable was suppressed as part of the confidentiality measures applied in the public-use international database.

The code for not administered questions in SPSS files are “8”, “98”, “998”, and so on (depending on the field length of the variable). The code for not administered questions in the SAS files is “.A”.

This code was assigned only at the IEA DPC after data collection.

2.5.2 Omitted questions and invalid responses

The response to a question was coded as “omitted or invalid” in the following cases:

- The question was administered but no response was provided.
- The respondent selected more than the expected number of checkboxes or gave a response that was not interpretable.
- A particular question (or a whole page) was misprinted or left out of a questionnaire or for other reasons was not available to the respondent.
- A particular response or a set of responses was found to be implausible and a forced cleaning action was defined for these variables, *e.g.* in the case of numeric response outside of a plausible range for the amount of enrolled (variable TT2G38).

The code for these responses in SPSS files are “9”, “99”, “999”, and so on (depending on the field length of the variable). The code for omitted or invalid responses in SAS files is “.”.

This code was mostly assigned by the national centre during data capture or by the IEA DPC during data cleaning and editing.

2.5.3 Not reached questions

For evaluation purposes, a special missing code was temporarily assigned to questions that were deemed “not reached” to distinguish them from “omitted” responses. “Omitted” questions are those that a respondent most likely read, but either consciously decided not to answer or accidentally skipped. “Not reached” variables, in contrast, are the omitted responses towards the end of the questionnaire, possibly due to a lack of time or interest. “Not reached” values are therefore exclusively located towards the end of questionnaire.

Before assigning the “not reached” code, the last valid answer given in a questionnaire was identified. The first omitted response after this last answer was coded as “omitted”, but all following responses were then coded as “not reached.” For example and assuming the SPSS data file format, the response pattern “1 9 4 2 9 9 9 9 9” (where “9” represents “omitted”) was recoded to “1 9 4 2 9 7 7 7 7” (where “7” represents “not reached”). When recoding “omitted” values to “not reached”, all “not administered” values were ignored. For example the pattern “3 1 5 2 9 9 8 9 9” (where “8” represents “Not Administered”) would be recoded to “3 1 5 2 9 7 7 8 7 7.”

This code was assigned only by the IEA DPC after data collection.

2.5.4 Logically not applicable Questions

The response to a variable was coded as “logically not applicable” in the following case:

- The previous filter question was answered in a way that made a response to dependent questions logically impossible, and the dependent questions were validly skipped.

This code was assigned only by the IEA DPC after data collection.

Logically not applicable responses are coded in the SPSS files as “6”, “96”, “996”, and so on (depending on the field length of the variable). The code for responses not logically applicable in SAS files is “.B”.

Attention Point

Depending on the analysis sought, it is recommended that analysts review the questionnaire to determine whether any of their included questions are dependent on previous responses, as in such a case coverage may be reduced. It might then be advisable to filter the dataset and only select respondents to whom the question applied.

2.6 Confidentiality measures applied to the public-use international database and resulting limitations

To protect the confidentiality of the respondents, certain disclosure avoidance measures were applied at the international level which are consistent for all countries, and also at the national level which concern only specific national datasets. These measures were implemented for all data versions and exports of the IDB for use by all other participating countries and the public users.

2.6.1 International-level measures

The following set of international-level measures applied to all datasets :

- The teacher (IDTEACH) and school unique identifiers (IDSCHOOL) were scrambled and thus did not match those used during data collection; however, the structural link between the school and teacher level (the variable IDSCHOOL in the teacher file and the first four digits of any IDTEACH) were maintained for all countries. For each country, unique matching tables were created and made available to authorised individuals.
- Variables used purely for the stratification of the teacher sample, *i.e.* birth year (ITBIRTHY) and gender (GENDER) were removed. Only the gender (TT2G01) and age (TT2G02) variables as collected in the questionnaires were retained.
- Variables used purely for stratification of schools were removed (IDSTRATE and IDSTRATI) to avoid the identification of geographical or organisational groups. It should be noted that the stratum information is mostly of interest for national-level analysis and was of course made available to the country concerned. Experience shows that analysis by stratification may also be desired by researchers from other countries, in which case the stratification variables may be requested directly from the country.
- Information used in the calculation of final sample and replicate weights was removed (for the school level: WGTFAC1 and WGTADJ1; for the teacher level: WGTFAC1, WGTADJ1, WGTFAC2, WGTADJ2, WGTADJ3, and WGTADJ4) as the information could allow the identification of stratification cells.
- Replication zone and unit variables (BRRSZONE, BRRSREP, BRRTZONE, and BRRTREP), which could cause indirect identification of schools, were also dropped from the public-use micro-data.
- Data for teacher questionnaire question 47 (TT2G47A-J) were removed at the request of OECD.

2.6.2 Country-level measures

Iceland did not authorise the release of its data as part of the IDB. To fully reproduce the results presented in the international report *TALIS 2013 Results An International Perspective on Teaching and Learning* (OECD, 2014) the data should be requested directly from Iceland.

3 Weights and complex sample variance estimation

Jean Dumais, Sylvie LaRoche

3.1 Overview

This chapter gives a brief introduction to the use of weighting and variance estimation variables. The names and locations of these variables in the international database are described and their specific roles in school and teacher analysis are explained. Examples for the importance of using the appropriate weighting and variance estimation techniques are given.

3.2 Sampling weights

3.2.1 Why weights are needed

All data in the international database are derived from random samples of schools and teachers. Because the samples are random, the results of the study not only hold for the sampled schools and teachers, but for the entire educational community participating in the study. To make correct inferences about educational systems, it is necessary to take into account the complex structure of the sampling design implemented in the second round of TALIS (Lohr, 1999).

Details about the general sampling design are reported in Chapter 5 of the Technical Report (OECD, 2014a). Details about national implementation can be found Annex C of the Technical Report.

The sampling design called for different selection probabilities for sampling schools and teachers within selected schools. Sampling weights reflect and compensate for the disproportional selection probabilities among the schools and teachers. If any unit of response had a small selection probability, this was compensated for with a large weight, and vice versa. Given that some sampled schools and teachers refused or were unable to participate in the study, it was necessary to adjust the sampling weights to compensate for the sample size loss. Thus, the sampling weights were multiplied by non-response adjustments. The final (total) weights are the product of weight factors and adjustment factors as indicated above in Section 2.4.5.

Details about weighting and adjustment are reported in Chapter 9 of the Technical Report (OECD, 2014a).

3.2.2 Selecting the appropriate weight variable

Each database comes with the appropriate set of weights.

- For school-level analyses (schools, principals), SCHWGT, found on the TCG-type files, must be used.
- For teacher-level analyses, TCHWGT, found on TTG-type files, must be used.

If researchers plan to analyse data from more than one level, they must carefully choose the correct weight.

- Analyzing combined teacher data and school data is straightforward with the IDB Analyzer (see Chapter 3.1). The software can be used to easily add school-level data to the teacher data. This way, school information becomes an attribute of the teacher, and the user can analyse information from both files. For example, the research question could be of this type: “What percentage of teachers work in schools with a particular attribute?” TCHWGT must be used for this type of data analysis. The use of SCHWGT is inappropriate in this case and the IDB Analyzer automatically drops this weight from any merged file.
- If teacher information is regarded as an attribute of the school information, for example, the research question could be : “What percentage of schools with a particular characteristic employ no/any/mostly/only teachers with a particular characteristic?”; this cannot be handled with the IDB Analyzer. The researcher must use other software (*e.g.*, SPSS, SAS) first, to aggregate the teacher data and then to merge the teacher information to the school file. When statements are made about schools that have aggregated teacher information attached, SCHWGT must be used.

3.2.3 Example for analysing weighted data

Not using weights in data analysis can lead to severely biased results. The following example illustrates the importance of using weights in research with TALIS data.

A researcher may be interested in the average number of teaching staff in schools for a certain country (variable TC2G12A in file TCG). Using unweighted data (*e.g.*, in SPSS or MS Excel), it seems to him that the average number of teaching staff in schools is approximately 19.2 (see Table 3.1).

Table 3.1 Example of unweighted and weighted analyses

	Unweighted	Weighted
Mean (TC2G12A)	19.2	18.3

TC2G12A = Number of teaching staff per school

Using weighted data with the IDB Analyzer or another software package such as WesVar, one learns that in that country, the estimate for the average number of teaching staff in schools is, taking differential selection probabilities into consideration, approximately 18.3 (see Table 3.1).

The difference between the unweighted and the weighted result for TC2G12A can be explained by the sampling design, in which the proportion of large schools in the sample is higher than in the total population. The sampling weights compensate for that disproportional school sample allocation, and not using weights leads to an incorrect and biased population estimate.

3.3 Variance estimation

3.3.1 Why variance estimation is needed

Since all estimates, statements and inferences in TALIS are based on sample data, they can only be stated with a degree of uncertainty. With all research that is performed using the data, the precision of the population estimates should be reported.

Because of the complex sampling design used, it is not possible to calculate standard errors or to easily perform significance tests with standard software packages such as SPSS. While these programs implicitly assume that the data are derived from a simple random sample, the principal and teacher data come from a multi-stage stratified cluster sample (each school being regarded as a “cluster” of teachers). Any method for estimating sampling variance must take this design into account.

The international database contains variables that allow for the use of a variance estimation method called “Balanced Repeated Replication” (BRR), more specifically Fay’s variation of BRR (Fay 1989; Judkins 1990; Lohr, 1999). These variables are referred to as “BRR weights”. The BRR technique has been implemented in the IDB Analyzer software; that method of variance estimation is also recognised by other software packages, including WesVar. For details about the BRR technique and how replicate weights were computed, please refer to Chapter 9 of the Technical Report (OECD, 2014a) and Section 2.4.5 of this document for variables related to BRR.

3.3.2 Selecting the appropriate variance estimation variables

The following replicate weights are included in the international database. The BRR replicate weights have been computed once for every participating educational system and are part of the data files; for school-level analyses, 100 school replicate weights are added to the TCG files, labelled SRWGT1 to SRWGT100; for teacher-level analyses, 100 teacher replicate weights are added to the TTG files, labelled TRWGT1 to TRWGT100. Therefore, the “zone” and “replicate” markers that users of other large-scale surveys may be expecting are not required on the international databases.

When creating a data set combining school-level information and teacher-level information, the IDB Analyzer will select the correct set of final and replicate weights (*i.e.*, TCHWGT and TRWGT1-100). If other software is used for analysis, it is advisable first to combine the school-level and teacher-level data with the IDB Analyzer.

3.3.3 Estimating the sampling error

Let θ be the population parameter of interest. Let t^* be the full-sample estimate for θ obtained by using the final weight and let t_g , $g = 1, \dots, 100$, be the replicate estimates of the same parameter of interest obtained by using the BRR weights described earlier. Then, setting the Fay factor $k = 0.5$ and the number of replicates $G = 100$, Fay’s BRR estimate of the sampling variance of t^* is given by

$$\hat{V}_{FAY}(t^*) = \frac{1}{G(1-k)^2} \sum_{g=1}^G (t_g - t^*)^2 = 0.04 \sum_{g=1}^{100} (t_g - t^*)^2.$$

The standard error $se(t^*)$ is the square root of the BRR-Fay sampling variance.

$$se(t^*) = \sqrt{\hat{V}_{FAY}(t^*)}.$$

3.3.4 Obtaining confidence intervals

If t^* is one of the statistics described above and $se(t^*)$ is the standard error of t^* then confidence intervals about t^* can easily be obtained by computing the following boundaries:

$$lower = t^* - t_{\frac{\alpha}{2}; df} se(t^*) \text{ and } upper = t^* + t_{\frac{\alpha}{2}; df} se(t^*)$$

where $1-\alpha$ is the pre-set confidence level (e.g., for $\alpha=0.05$, $1-\alpha=0.95$), $t_{\frac{\alpha}{2}; df}$ is the $1-\alpha/2$ percentile of the Student distribution with df degrees of freedom.

In most applications, df will be large enough to allow the use of the standard normal deviate $z_{1-\alpha/2}$ (e.g., for $\alpha = 0.05$, $1-z_{\alpha/2} = 1.96$); however, users should verify how replicates contribute to the computation of $se(t^*)$ to confirm the number of degrees of freedom.

3.3.5 Example for variance estimation

Not using the BRR variables in data analysis will lead to incorrect estimates of sampling precision. The following example illustrates the importance of using the BRR technique in research and analysis with TALIS data. In this example, problems occur when the statistical analysis package SPSS is used for data analysis. The IEA IDB Analyzer (see Chapter 3.1) was specifically designed to overcome these problems.

A researcher in country A may be interested in the average number of teaching staff per school (TC2G12A) in his country, while a colleague in country B may be interested in the average number of days of professional development (TC2G07A2 + TC2G07B2 + TC2G07C2) that teachers in his country have taken. Using SPSS directly and thereby ignoring the complex sample design and clustering effects, they find that the (weighted) average teaching staff is about 18.3 and that the average number of professional development days is about 18.7; they also find that the sampling errors for the estimated means are respectively 0.91 and 1.95 (see Table 3.2).

Table 3.2 Example of unweighted, weighted (no design) and weighted (with design) analyses

	Unweighted	Weighted, no design	Weighted, with design
Mean (TC2G12A)	19.2	18.3	18.3
s.e. (mean)	0.9	0.91	0.71
Mean (TC2G07)	19.3	18.7	18.7
s.e. (mean)	1.98	1.95	2.07

TC2G12A = Number of teaching staff per school

TC2G07 = Number of professional development days

Now, using the BRR technique with the IDB Analyzer or some other appropriate software, it is apparent that the correct estimates for the standard errors are much larger. They obtain the same estimates for the means – that was expected – but the estimates for the sampling error change to respectively 0.71 and 2.07, which are different from what the “weights no design” approach has given (see Table 3.2).

This difference could be explained by the fact that schools did not all have the same likelihood of being selected or that their weights were very different; a similar argument can be made for the teachers. Moreover, teachers from the same school are likely to give similar answers to the question on professional development, since the opportunities for professional development or the support given by the school leadership are likely to be similar. This effect is not taken into account by SPSS directly, but it is by the IDB Analyzer and other specialised software.

3.4 Statistical software packages for estimation in complex sample designs

In addition to the IDB Analyzer (IEA, 2014) explained in more detail later, a growing number of software packages are available to handle the BRR replication method implemented in TALIS and other replication methods such as jackknifing.

The WesVar (Westat Inc., 2008) software for complex sample analysis is available free of charge from Westat's webpage at http://www.westat.com/Westat/expertise/information_systems/WesVar/wesvar_downloads.cfm. The software is accompanied by a manual and technical appendices

In the context of OECD's PISA program, the Australian Council for Educational Research (ACER) prepared both SPSS (OECD, 2009b) and SAS macros (OECD, 2009a) to analyse complex sample data.

Commercial packages that include support for the weights and the replication method used in TALIS 2013, among others, are SAS 9.4⁷ and later editions (SAS Institute, 2013), SUDAAN 11 and later editions (RTI, 2013), and Stata 13⁸ and later editions (StataCorp LP, 2014).

It should be noted that the commercially available SPSS Complex Samples add-on currently only supports Taylor expansion but not the replication technique required for the analysis of TALIS data.

⁷ See SURVEYFREQ, SURVEYMEANS, SURVEYREG and SURVEYLOGISTIC procedures.

⁸ See the SVY procedure.

4 Analyzing the TALIS data using the IEA IDB Analyzer

Plamen Mirazchiyski

4.1 Overview

This chapter describes the use of the IEA International Database (IDB) Analyzer software (IEA, 2014). Example analyses will illustrate the capabilities of the IEA IDB Analyzer from a technical perspective and compute a variety of statistics, including percentages, means, regression coefficients, correlations and percentiles and their corresponding BRR-Fay standard errors using the TALIS international data files. The examples further replicate some of the results included in the international report (OECD, 2014).

4.2 The IEA IDB Analyzer

The IEA IDB Analyzer is a stand-alone software originally developed by the IEA Data Processing and Research Center (IEA DPC) for the use in IEA's large-scale surveys TIMSS and PIRLS. It operates in conjunction with IBM SPSS (IBM Inc., 2013) and enables users to combine individual SPSS data files from large-scale assessments and conduct analyses using SPSS without writing their own syntax. The IEA IDB Analyzer generates SPSS syntax that correctly takes into account the sampling design in computing statistics and their standard errors taking into account the study design.

In addition, the IDB Analyzer can correctly handle plausible values (multiple imputations) for calculating estimates of achievement in surveys such as TIMSS, PIRLS and PISA and their corresponding standard errors, by combining both sampling and imputation variance components. In TALIS, plausible values have not been used so this functionality will not be discussed in this chapter. Those interested in the plausible values methodology and their use in analysis can refer to Martin & Mullis (2012) and Foy, Arora, & Stanco (2013).

4.2.1 The Merge and Analysis modules

The IEA IDB Analyzer V3 has one common interface with two modules: 1) the Merge Module and the 2) Analysis Module, both operating in the same application window.

- The Merge Module is used to create analysis datasets by combining data files of different types and from different education systems, and selecting subsets of variables for analysis.
- The Analysis Module provides procedures for computing various statistics and their standard errors for variables of interest. These procedures can be applied for an educational system participating in the study and for specific subgroups within an educational system.

Both modules can be accessed using the Windows Start menu (Start ⇒ All Programs ⇒ IEA ⇒ IDB Analyzer V3 ⇒ IEA IDBAnalyzer).

Support for the IEA IDB Analyzer can be obtained by contacting the IEA Data Processing and Research Center software unit at software@iea-dpc.de.

4.2.2 System requirements

The IEA IDB Analyzer requires:

- PC with 1 GHz or higher processor speed
- 512 megabytes (MB) of RAM or higher
- About 50 megabytes (MB) of available hard disk space during setup
- Super VGA (1024x768) or higher-resolution video adapter and monitor
- Keyboard and mouse or compatible pointing device
- Microsoft Windows XP, Vista, or 7
- Microsoft Excel 2003 or later version (installed beforehand)
- SPSS for Windows Version 15 or later (installed beforehand)
- .Net Framework 4.0
- Local administrator rights for the installation

4.2.3 Download, licensing and usage in the context of TALIS

As part of the contract for the implementation of the second round of TALIS between the OECD and IEA, the IEA IDB Analyzer is available to users of the TALIS international database from IEA's website at <http://www.iea.nl/data.html>.

The IDB Analyzer is licensed free of cost to analysts for use only in accordance with the terms of the accompanying licensing agreement, which has to be accepted before downloading the software and is included in the setup and displayed during installation. Users do not have ownership (intellectual or otherwise) of the software itself or its components, including especially the SPSS macros, and are only authorised to use these i) in combination with the IDB Analyzer and ii) for secondary analysis of TALIS and other OECD datasets or IEA datasets.

This software is provided "as is", without any kind of warranty for the results from analyses.

The license granted to users expires at the end of each calendar year at which point the user will again have to download and reinstall the most recent version of the software from IEA's website.

4.3 Merging files with the IEA IDB Analyzer

Data from TALIS are distributed separately by education systems, ISCED levels and file types. The merge module of the IEA IDB Analyzer allows the user to combine data from different education systems into a single dataset for analysis. It also facilitates the combination of data from different sources (*viz.*, school and teacher files) into single SPSS dataset. Combining files from different education systems will permit cross-national analyses. When running the merge module, the IEA IDB Analyzer creates SPSS code that can be used later without a need for the IEA IDB Analyzer itself. The data files created using the merge module can be analysed with the Analysis Module of the IEA IDB Analyzer.

The software does not support merging data from different ISCED levels. This has to be done using SPSS after merging data from different education systems and/or sources (*viz.*, school and teacher files) into single SPSS datasets per ISCED levels containing the same education systems and sources using plain SPSS. An example is provided at the end of this chapter.

For the examples in this chapter data from all education systems participating in TALIS 2013 with all ISCED levels (ISCED 1, 2 and 3) are located in "C:\TALIS2013\Data" folder. The examples will employ ISCED 2 data from Australia, Finland, Mexico, Portugal and Singapore. The steps below show merging SPSS data from ISCED 2 from these education systems:

1. Open the IEA IDB Analyzer from the Windows Start menu (Start ⇒ All Programs ⇒ IEA ⇒ IDB Analyzer V3 ⇒ IEA IDBAnalyzer). The user will see the application window of the IEA IDB Analyzer with its Main Menu as shown on Figure 4.1.
2. Press the **Select** button next to the **(1) Select Directory...** field, browse to the folder where the SPSS format TALIS IDB data files are located. For example, in Figure 4.2, all SPSS data files are located in the "C:\TALIS2013\Data" folder. The program will automatically recognise and complete the **Select Study**, **Select Year** and **Select/Level Population** fields and list all education systems available in this folder as possible candidates for merging. If the folder contains data from more than one supported study, and/or more than one year, the IEA IDB Analyzer will prompt users to select files from the desired study and year for analyses. If there is data for more than one ISCED level or population (as in this case), the one that is desired has to be chosen by hand from the drop-down menu under **Select Level/Population**. Select ISCED 2 from this drop-down menu.
3. Select the education systems of interest from the **(2) Available Participants** list and use the arrow buttons to include them in the list of **Selected Participants**. To select multiple education systems, hold the CTRL key of the keyboard when selecting the education systems. In Figure 4.2, ISCED 2 data from Australia, Finland, Mexico, Portugal and Singapore have been selected.

Figure 4.1. IEA IDB Analyzer Main Menu

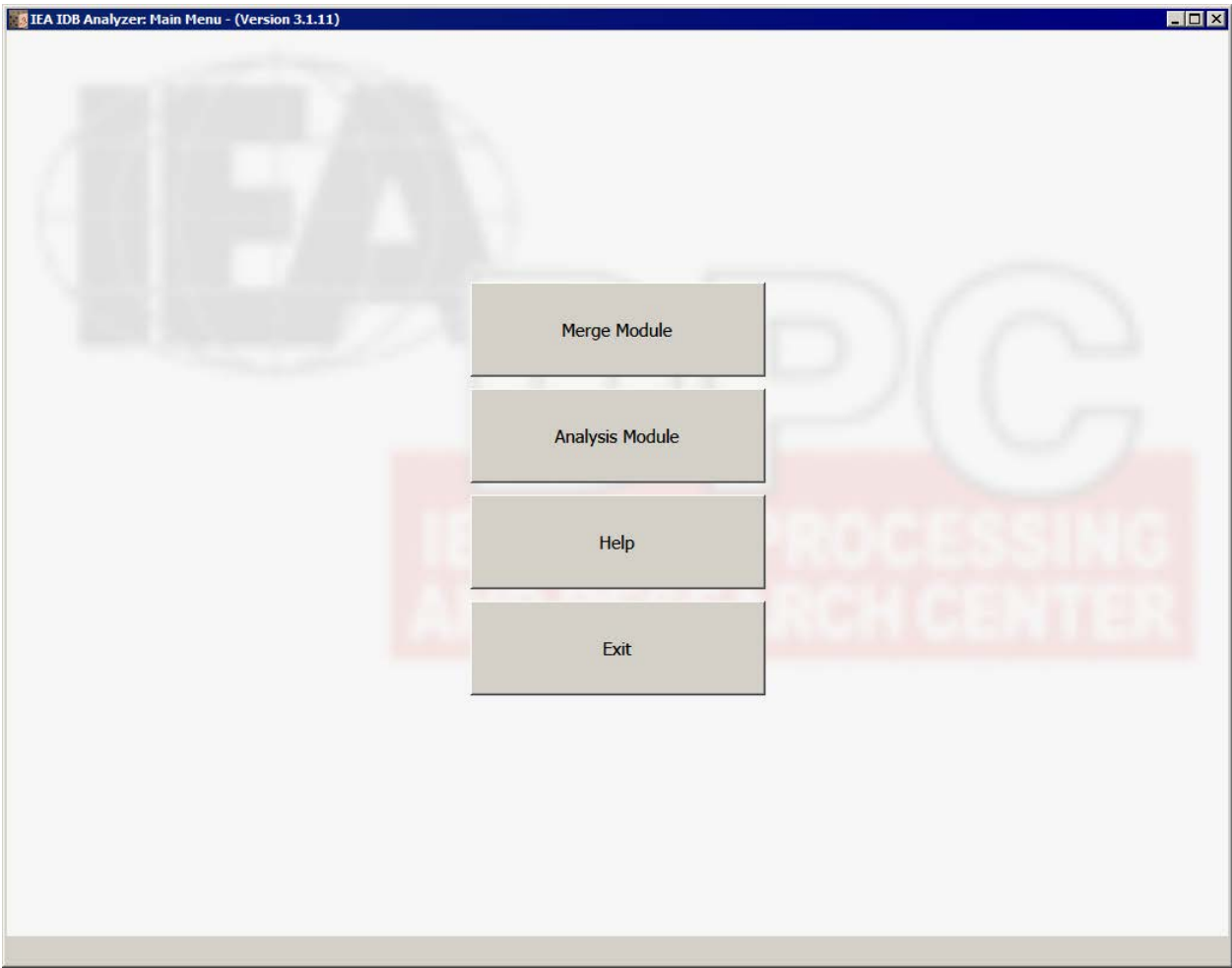
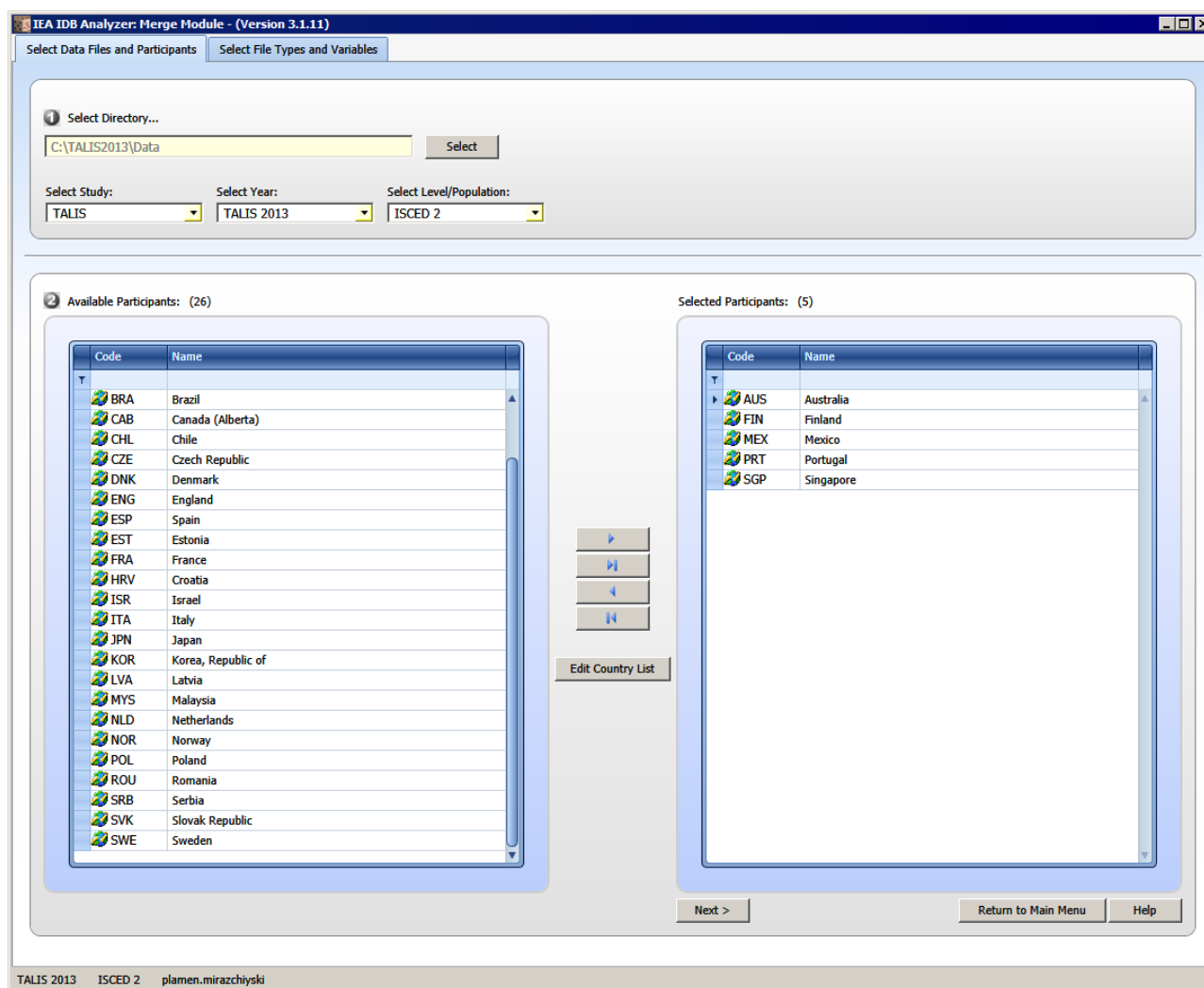


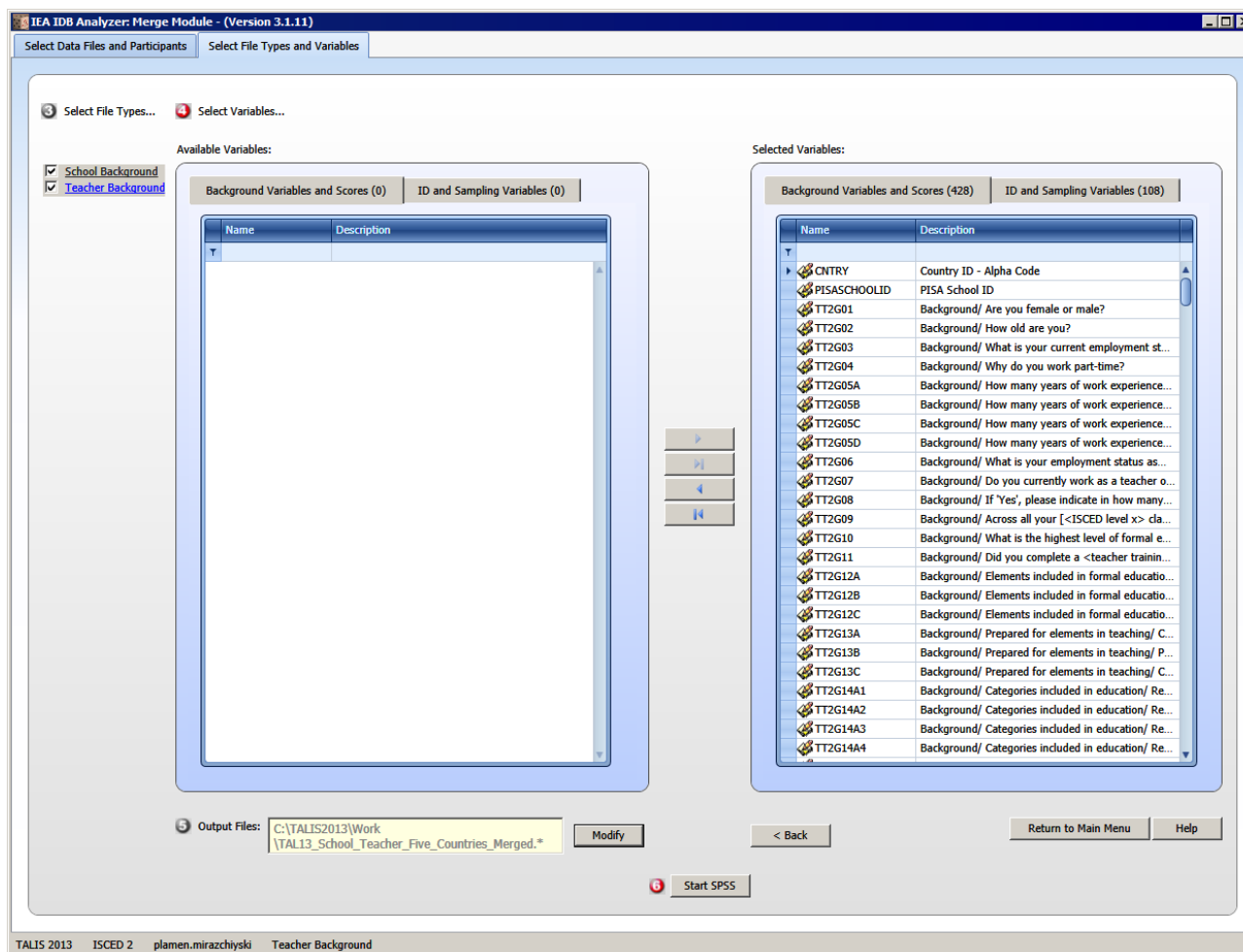
Figure 4.2 Merge Module – Selecting participants



4. Press the **Next>** button to proceed. The software will open the second window of the merge module, as shown in Figure 4.3, to select the file types and the variables to be included in the merged data file.
5. Select the file types for merging by checking the appropriate boxes to the left of the window. For example, in Figure 4.3, both the school and teacher data files are selected.
6. Select the variables required from the list of variables available in left panel. Required identification and sampling variables are selected automatically by the IEA IDB Analyzer. Clicking the double arrow button will select all variables as in the example shown in Figure 4.3.
NOTE: When selecting multiple file types, add the variables the user wishes to appear in the list of **Selected Variables** immediately after ticking the checkbox for the corresponding file type. Otherwise the list of **Selected Variables** may not contain variables from all file types.
7. Specify the desired name of the merged data file and the folder where it will be stored in the **Output Files** field. The IEA IDB Analyzer also will create an SPSS syntax file (*.SPS) of the same name and in the same folder with the code necessary to perform the merge. In the example shown in Figure 4.3, the output file is named “TAL13_School_Teacher_Five_Countries_Merged.sps” in the work folder “C:\TALIS2013\work”. The resulting merged SPSS file after executing the syntax will be named “TAL13_School_Teacher_Five_Countries_Merged.sav” and will be stored in the folder specified for the syntax file. The merged data file will contain school and teacher data with the variables shown in the **Selected Variables** panel to the right for the selected participants (Australia, Finland, Mexico, Portugal and Singapore).
NOTE: The IEA IDB Analyzer accepts only alphanumeric (A-Z, a-z, 0-9) characters and underscores (“_”) in the filenames.
8. Click on the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window ready for execution. The IEA IDB Analyzer will give a warning if it is about to overwrite an existing file in the specified

folder. The syntax file must be executed by opening the **Run** menu of SPSS and clicking on the **All** menu option.

Figure 4.3 Merge Module – Selecting file types and variables



Attention Point

The resulting SPSS output file should be checked for possible warnings or errors. If any appear, this may indicate that the merge process was not performed properly and the resulting merged data file might not be the one expected.

4.4 Merging data across ISCED levels

Some education systems chose to conduct TALIS not only in ISCED 2 (the target population of the study), but also in ISCED levels 1 and 3. The IEA IDB Analyzer Merge Module is capable of merging data from different respondents (i.e. teachers and school principals) and different education systems, but not from different ISCED levels. Such merging can be done in two steps, using the Merge Module and plain SPSS. The steps below provide an example of merging data from teacher and school principals across ISCED levels 1, 2 and 3. The countries will be Finland and Mexico because from the five example countries in the “C:\TALIS2013\Data” they have data on all the three ISCED levels.

1. Merge the ISCED 1 teacher and school principal data from Finland and Mexico following the same steps from Section 4.3 taking all variables. The same merge for the same countries’ data for ISCEDs 2 and ISCED 3 has to be carried out as well. At the end there will be three files – one for each ISCED level – with identical countries, respondents and variables. Name the files as “TAL13_ISCED1_Merged.sav”, “TAL13_ISCED2_Merged.sav” and “TAL13_ISCED3_Merged.sav”.
2. Open the merged file “TAL13_ISCED1_Merged.sav” in SPSS. From the menu **Data Merge files > Add Cases...** has to be chosen. In the dialog box that appears it is necessary to click on the button **Browse...**, navigate to the folder containing all the separate ISCED levels merged files and choose “TAL13_ISCED2_Merged.sav”. Then click on the button Continue. These are shown on Figure 4.4.

3. After clicking on the button **Continue**, another dialog box will appear as shown on Figure 4.5. It will give the option to choose which variables to leave in the merged file. Leave all variables in the file without changing any of the settings. Clicking on the button OK will merge the ISCED 1 and 2 in the same file.
4. The previous step needs to be repeated to add the cases from “TAL13_ISCED3_Merged.sav”.
5. The resulting file containing the data from all three ISCED levels can be saved under a new name – “C:\TALIS2013\Work\TAL13_ISCEDs_Merged.sav”. An analysis using this file will be presented later in this chapter.

Figure 4.4. Dialog box for choosing a file to add cases from to the opened “TAL13_ISCED1_Merged.sav”

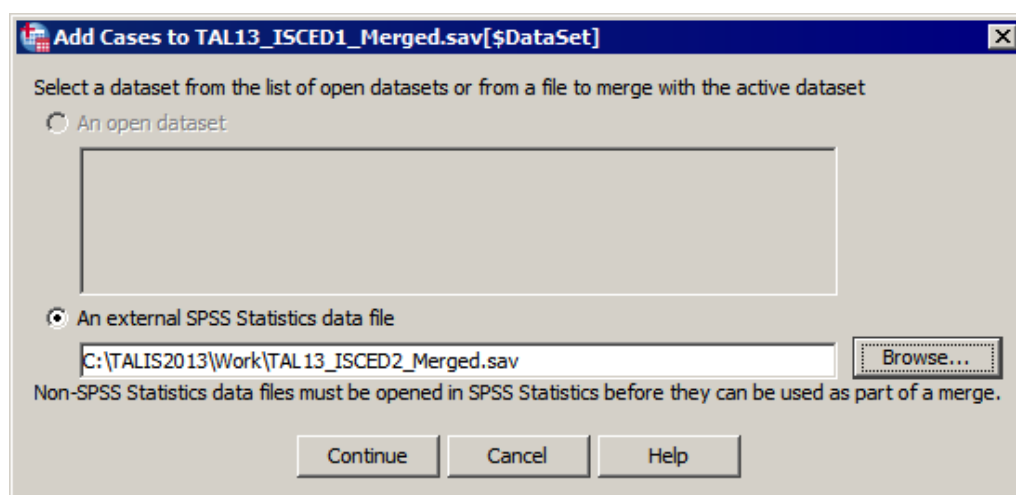
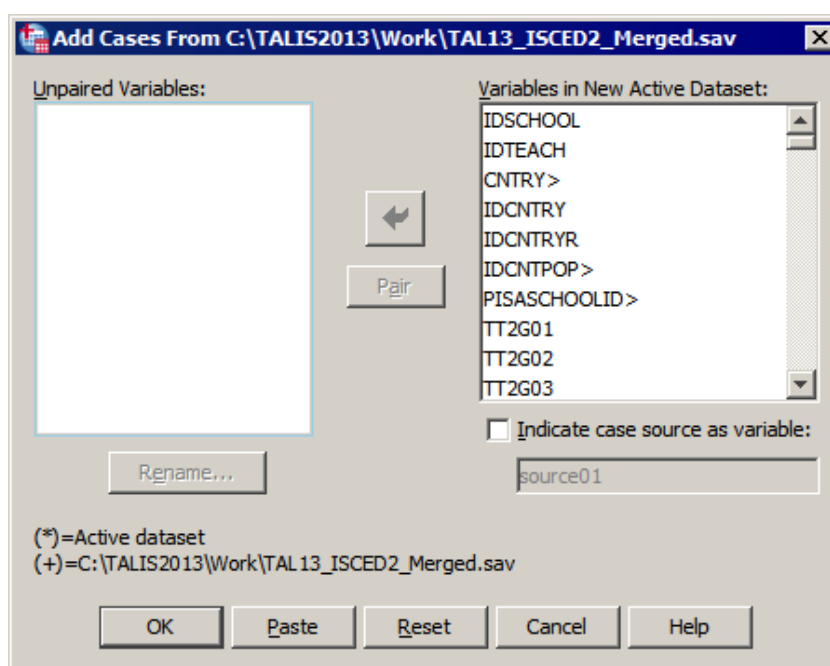


Figure 4.5. SPSS dialog box for choosing variables in the file merging ISCEDs 1 and 2



All these steps can be completed by running the following syntax:

```
GET FILE = "C:\TALIS2013\Work\TAL13_ISCED1_Merged.sav".
```

```
ADD FILES /FILE=*
  /FILE="C:\TALIS2013\Work\TAL13_ISCED2_Merged.sav".
EXECUTE.
```

```
ADD FILES /FILE=*
  /FILE="C:\TALIS2013\Work\TAL13_ISCED3_Merged.sav".
EXECUTE.
```

SAVE OUTFILE = "C:\TALIS2013\Work\TAL13_ISCEDs_Merged.sav".

Attention Point

The data files for each of the ISCED levels must contain exactly the same countries and exactly the same variables. Any resulting SPSS output file should be checked for possible warnings or errors. If any appear, this may indicate that the merge process was not performed properly and the resulting merged data file might not be the one expected.

4.5 Performing analyses with the IEA IDB Analyzer

This section describes a few analysis types available within the IEA IDB Analyzer to compute specific statistics with their correct standard errors taking into account the sampling design and other analysis issues related to the data. By using the IDB Analyzer with TALIS data, sampling weights are always used to analyse and standard errors are correctly computed using the required BRR method.

4.5.1 Supported analysis types and required parameters

The Analysis Module of the IEA IDB Analyzer is used to analyse the data, whether or not these have been pre-processed with the merge module. It can also create code for several analysis procedures. Upon startup, the IEA IDB Analysis Module automatically opens the file merged in the previous step as the analysis file or the last file used for analysis.

If the Merge Module of the IEA IDB Analyzer is still open, the analyst can return by clicking the **Return to Main Menu** button and from there clicking on the **Analysis Module** button (see Figure 4.1). The Analysis Module loads (Figure 4.6).

Figure 4.6 IEA IDB Analyzer – Analysis Module

The screenshot displays the 'IEA IDB Analyzer: Analysis Module - (Version 3.1.11)' window. It features a top bar with the title and standard window controls. Below the title bar, there are four numbered steps: 1. Analysis File: A text box containing 'C:\TALIS2013\Work\TAL13_School_Teacher_Five_Countries_Merged.sav' and a 'Select' button. 2. Analysis Type: A dropdown menu. 3. Select Variables: A section containing a table with 'Name' and 'Description' columns, and a list of analysis categories on the right. 4. Output Files: A text box, a 'Define' button, and a 'Start SPSS' button. At the bottom right, there are 'Return to Main Menu' and 'Help' buttons. The bottom status bar shows the name 'plamen.mirazchiyski'.

Name	Description

- Grouping Variables:
- Plausible Values:
- Independent Variables:
- Dependent Variable:
- Weight Variable:
- Achievement Benchmarks / Percentiles:

Table 4.1 lists the analysis available with TALIS data using the IEA IDB Analyzer. As can be seen, the analysis is limited to basic statistics and models.

Table 4.1. Types of available analysis for the data from the second round of TALIS

Type of Analysis	Description
Percentages (only)	Computes percentages by subgroups defined by grouping variable(s)
Percentages and Means	Computes percentages, means and standard deviations for selected variables by subgroups defined by the grouping variable(s)
Regression	Computes regression coefficients for selected variables predicting a dependent variable by subgroups defined by grouping variable(s)
Correlations	Computes means, standard deviations and correlation for selected variables by subgroups defined by the grouping variable(s)
Percentiles	Computes the score points that separate a given percentage of the distribution of a variable, by subgroups defined by the grouping variables with BRR standard errors

Depending on the type of analysis chosen, the interface of the Analysis Module of the IEA IDB Analyzer will change dynamically and will suggest different fields where different parameters have to be defined.

First, the **Analysis Type** and **Statistics Type** have to be defined with the parameters that apply to each option of the latter one:

- **Analysis Type**
This depends on what data source the chosen **Analysis File** contains:
 - If the file contains only teacher data from a single ISCED level, then **TALIS 2013 Single Level/Population (Using Teacher Weights)** must be selected.
 - If the file contains only school level data from a single ISCED level, then **TALIS 2013 Single Level/Population (Using School Weights)** must be selected.
 - If the file contains merged both teacher and school data from a single ISCED level, then **TALIS 2013 Single Level/Population (Using Teacher Weights)** must be selected and the interpretation of the analysis results has to refer to teachers teaching in schools with X characteristics.
 - If the file contains only teacher data from different ISCED levels, then **TALIS 2013 Multiple Level/Population (Using Teacher Weights)** must be selected.
 - If the file contains only school data from different ISCED levels, then **TALIS 2013 Multiple Level/Population (Using School Weights)** must be selected.
 - If the file contains merged both teacher and school data from different ISCED levels, then **TALIS 2013 Multiple Level/Population (Using Teacher Weights)** must be selected and the interpretation of the analysis results has to refer to teachers teaching in schools with X characteristics.
- **Statistic Type**
 - **Percentages and Means**
Computes the percentages of school principals or teachers within specified subgroups and their mean and standard deviation on the continuous variable selected. Also computes the appropriate BRR standard errors for those percentages, means and standard deviations.
 - **Percentages only**
Computes the percentages of school principals or teachers within specified subgroups and the appropriate BRR standard errors for those percentages.
 - **Regression**
Computes a simple or multiple linear regression between a dependent variable and a set of independent variables. Can apply dummy and effect coding on the fly to test for differences across groups. Computes the regression coefficients and their corresponding BRR standard errors.
 - **Correlations**
Calculates correlation coefficients between selected analysis variables along with their BRR standard errors
 - **Percentiles**
Calculates the score points that separate a given percentage of the distribution of a variable, by subgroups defined by the grouping variables with BRR standard errors.

There are number of settings that apply to the different types of available statistics.

-
- **Number of Decimals**
Defines the number of decimals in the SPSS output, applies to all statistic types.
 - **Create Contrast**
Applies only to **Regression** statistic type and defines whether use contrast coding of the independent variable is used (see next).
 - **Contrast type**
Defines what the contrast coding scheme for the independent variable should be: “Effect Coding” or “Dummy Coding”. Applies to **Regression** statistic type only when **Create Contrast** is set to “Yes”.
 - **Number of Categories for Ind. Variable**
Defines the number of categories the independent variable has to define the number of contrast categories for the coding scheme. Applies to **Regression** statistic type only when **Create Contrast** is set to “Yes”.
 - **Missing Data Option**
Defines how the cases with missing data in multivariate analysis are to be treated: “Listwise” or “Pairwise”. Applies to **Regression** and **Correlation** statistics types.
 - **Show Graphs**
Defines whether or not line, bar and cluster bar charts should be displayed in the SPSS output. Applies only to **Percentages only** and **Percentages and Means** statistics types.

After defining the Analysis Type and Statistic Type and their corresponding parameters at the top of the screen, the variables and their parameters must be defined in the right side of the screen.

- **Grouping Variable(s)**
This is the list of variables that are to be used to define the subgroups. The list can consist of one or more variables. By default the IEA IDB Analyzer always includes IDCNTY as the first grouping variable and there should always be at least this one grouping variable. If the file contains data from multiple ISCED levels, IDCNTPOP (Country Alpha Code and ISCED Level) is a second default grouping variable selected automatically. If the option **Exclude Missing from Analysis** is checked, only cases that have non-missing values in the grouping variables will be used in the analysis. Note that this box needs to remain checked when reproducing results from the international report. Subgroups are created and reported using the order of the variables as they appear in this list. This variable type is accessible and required for all analysis types.
- **Analysis Variable(s)**
This is the list of variables for which the statistics are to be computed. Researchers may select more than one analysis variable. This variable type is accessible and required for **Percentages and Means**, **Correlations** and **Percentiles statistic types**.
- **Dependent Variable**
This is the dependent variable to be predicted by the list of independent variables in **Regression** statistic type. Only one dependent variable can be listed for regression analysis. This variable type is accessible and required for **Regression** analysis only.
- **Weight Variable**
This is the estimation weight that will be used in the analysis. Please note that the weight selected automatically from the IEA IDB Analyzer depends on the data file types to be merged. If files containing only school data are merged, then the SCHWGT will be selected. If files containing only teacher data are merged, then the TCHWGT will be selected. The case will be different if files that contain both school and teacher data are merged: TCHWGT will be selected by IEA IDB Analyzer. In this case the results should be interpreted as (for example) “Percentage of teachers in school with characteristic A” without making any direct inferences for the schools themselves. Also, in this case the analyst should be careful with any missing data at school level which sometimes can lead to problems with the analysis and interpretation of the results.
- **Percentiles**
In this text field the points of interest in the distribution must be typed by hand. The field accepts only numeric characters. The specified percentiles must be separated by a space.

The examples presented in this section use the SPSS data file merged in the previous step (“C:\TALIS2013\Work\TAL13_School_Teacher_Five_Countries_Merged.sav”) as shown in Section 4.3, which contains the merged ISCED level 2 school and teacher data files for the five participating countries (Australia, Finland, Mexico, Portugal and Singapore).

4.5.2 Computing percentages (only) and their standard errors

To compute percentages of variables with their BRR standard errors using the file merged in the previous step (see Section 4.3), analysts will need to select **TALIS 2013 Single Level/Population (Using Teacher Weights)** as the **Analysis Type** and **Percentages only** as the **Statistic Type**. This type can compute the percentages within specified subgroups and will also compute the appropriate BRR standard errors for those. If the **Show Graphs** option is checked, a clustered bar chart will be produced, displaying the percentages of respondents per category of the grouping variable(s).

This example will compute the percentages of teachers who work together with other teachers at the same school to ensure common standards in evaluations for assessing student progress with different frequencies, using the weighting variable TCHWGT and the standard errors will be computed based on 100 BRR weights.

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the data file called “TAL08_School&Teacher_Five_Countries_Merged.sav” that was merged in the previous step. Normally, the IEA IDB Analyzer’s Analysis Module automatically selects the last file to have been merged by the Merge Module.
3. As the analysis type select **TALIS 2013 Single Level/Population (Using Teacher Weights)** and as **Statistic Type – Percentages only**. Note that by default the program will exclude missing values on the grouping variable from the analysis. This can be deactivated by removing the tick from the checkbox **Exclude Missing from Analysis**. If the analysts need to change the default number of decimals (2), they can do it from the **Number of Decimals** drop-down menu.
4. In the next step analysts will need to define the grouping variables. As **Grouping Variable** the software always selects variable IDCNTRY by default. Analysts will need to select the **Grouping Variables** field and then add TT2G33F (Teacher Questionnaire, Q33-F, p. 19) as a second grouping variable. To do this, select the variable from the variable list on the left hand side of the window and press the right arrow button belonging to the section of the grouping variable. This will move the variable TT2G33F from the variable list on the left hand side into the field for the grouping variables on the right hand side. Since there are a lot of variables in the merged data file, analysts can search for the one of interest using the search box located above the variable list in the left side of the screen either by name or description (variable label).
5. The **Weight Variable** (TCHWGT) is automatically defined by the software. Additionally the BRR teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although the analysts will not see them on the application’s interface.
6. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once analyst defines the name), browsing to the desired folder, and typing the desired name. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis and after executing it,
 - b. an SPSS data file with the results,
 - c. an Excel file with these same results.
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. The final IEA IDB Analyzer settings should look like those Figure 4.7.

Figure 4.7. Analysis Module – Computing Percentages only

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File:

2 Analysis Type: Statistic Type: Number of Decimals: ☒ Show Graphs

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employment statu...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experience do...
TT2G05B	Background/ How many years of work experience do...
TT2G05C	Background/ How many years of work experience do...
TT2G05D	Background/ How many years of work experience do...
TT2G06	Background/ What is your employment status as a te...
TT2G07	Background/ Do you currently work as a teacher of [...]
TT2G08	Background/ If 'Yes', please indicate in how many ot...
TT2G09	Background/ Across all your [<ISCED level x> classe...
TT2G10	Background/ What is the highest level of formal educ...
TT2G11	Background/ Did you complete a <teacher training p...
TT2G12A	Background/ Elements included in formal education o...
TT2G12B	Background/ Elements included in formal education o...
TT2G12C	Background/ Elements included in formal education o...
TT2G13A	Background/ Prepared for elements in teaching/ Cont...
TT2G13B	Background/ Prepared for elements in teaching/ Ped...
TT2G13C	Background/ Prepared for elements in teaching/ Clas...
TT2G14A1	Background/ Categories included in education/ Read...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code
TT2G33F	Teaching in General/ How often do you/ Wor...

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files:

5

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages only None Used plamen.mirazchiyski

A printout of the SPSS output containing the results is presented in Figure 4.8 displaying the output for all the five countries and the international average. Note that this international average is based only on the countries included in the analysis and not on all countries participating in the study. The full output contains the percentages of teachers answering for each one of the six valid options of the variable TT2G33F, grouped by the five selected countries.

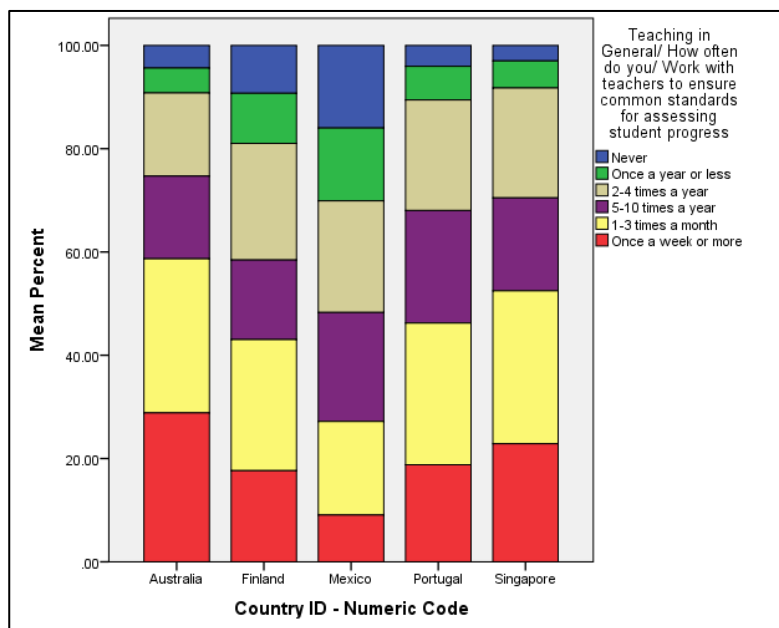
Figure 4.8. SPSS output for example Percentages only analysis

Percentages by (IDCNTRY TT2G33F)						
Country ID - Numeric Code	Teaching in General/ How often do you/ Work with teachers to ensure common standards for assessing student progress	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Australia	Never	82	4273	962.02	4.38	.88
	Once a year or less	108	4713	561.12	4.83	.62
	2-4 times a year	281	15696	2526.94	16.10	2.21
	5-10 times a year	300	15605	1235.07	16.00	1.07
	1-3 times a month	562	29119	2146.60	29.86	1.42
	Once a week or more	580	28106	1841.37	28.82	1.37
Finland	Never	284	1667	110.74	9.27	.62
	Once a year or less	265	1745	124.53	9.70	.71
	2-4 times a year	614	4065	164.99	22.60	.86
	5-10 times a year	402	2771	151.27	15.41	.71
	1-3 times a month	653	4564	211.70	25.37	1.00
	Once a week or more	462	3175	150.75	17.65	.78
Mexico	Never	502	39418	2097.65	16.00	.90
	Once a year or less	444	34742	1985.66	14.10	.77
	2-4 times a year	683	53249	2581.34	21.61	.88
	5-10 times a year	661	52043	2456.39	21.12	.93
	1-3 times a month	536	44609	2089.08	18.10	.74
	Once a week or more	254	22361	1931.04	9.07	.75
Portugal	Never	142	1773	166.60	4.04	.37
	Once a year or less	243	2864	218.65	6.53	.48
	2-4 times a year	767	9380	378.85	21.39	.72
	5-10 times a year	787	9558	454.81	21.80	.88
	1-3 times a month	972	12036	492.31	27.45	.87
	Once a week or more	665	8236	564.88	18.78	1.20
Singapore	Never	95	286	28.59	3.01	.30
	Once a year or less	171	499	38.67	5.24	.40
	2-4 times a year	652	2025	73.27	21.27	.76
	5-10 times a year	547	1713	70.66	18.00	.73
	1-3 times a month	918	2818	87.89	29.61	.94
	Once a week or more	705	2177	85.26	22.87	.88
x.International Average	Never	.	.	.	7.34	.30
	Once a year or less	.	.	.	8.08	.27
	2-4 times a year	.	.	.	20.59	.55
	5-10 times a year	.	.	.	18.47	.39
	1-3 times a month	.	.	.	26.08	.46
	Once a week or more	.	.	.	19.44	.46

From the first eight lines of the results shown in Figure 4.8, it can be seen that in Australia an estimated 4.38% of the ISCED Level 2 teachers never worked with other teachers, 4.83% did so once a year or less, 16.10% did so 2-4 times a year, 16.0% did so 5-10 times a year, 29.86% did so 1-3 times a month and 28.82% did so once a week or more (the corresponding BRR standard errors are 0.88, 0.62, 2.21, 1.07, 1.42 and 1.37, respectively).

The SPSS output also contains a graph presenting the distribution of teachers working with other teachers to ensure common standards for assessing student progress according to the frequency with which they do it. The graph is presented in Figure 4.9. The output is also available in Excel and SPSS data format. These files are saved directly in the folder specified in the **Output Files**.

Figure 4.9. Graphical output from the analysis Percentages only



4.5.3 Computing percentages and means and their standard errors

To compute percentages and means of continuous variables with their corresponding BRR standard errors researchers will need to select **Percentages and Means** as type of analysis. This statistic type computes the percentages of teachers (or school principals) within specified subgroups and their mean and standard deviation on the continuous variable selected. This analysis type also computes the appropriate BRR standard errors for those percentages, means and standard deviations.

The following example will compute the average of the teacher Need for professional development in subject matter and pedagogy scale (variable TPDPEDS) per type of area where the school is located (variable TC2G09) and the associated BRR standard errors for each country (IDCNTY), using the weighting variable TCHWGT. The data will be read from the data file “TAL13_School_Teacher_Five_Countries_Merged.sav” and the standard errors will be computed using the 100 BRR teacher replicate weights.

The steps in the IEA IDB Analyzer are as follows:

1. Open the analysis module of the IEA IDB Analyzer.
2. Select the data file called “TAL13_School_Teacher_Five_Countries_Merged.sav” that was merged in a previous step if it is not selected automatically by the IEA IDB Analyzer.
3. As the type of analysis select **TALIS 2013 Single Level/Population (Using Teacher Weights)** and as the type of statistic choose **Percentages and Means**. The program will by default exclude from the analysis cases with missing grouping variables. This can be deactivated by unchecking the option **Exclude Missing from Analysis**.
4. In the next steps the variables need to be defined:
 - a. As **Grouping Variables** the software always selects variable IDCNTY by default. This is the only grouping variable used for this analysis. Nevertheless, depending on the purpose of the analysis the analyst can add more grouping variables. In this case a second grouping variable (TC2G09) has to be added. To do this, select the variable TC2G09 from the variable list on the left hand side of the window and press the right arrow button belonging to the section of the grouping variable. This will move the variable of interest from the variable list on the left hand side into the field for the grouping variables on the right hand side. Note that subgroups are created and reported using the order of the variables as they appear in this list.
 - b. Next the **Analysis variables** need to be defined. To activate this section, click somewhere on this field. This time select variable TPDPEDS from the list of available variables and move it to the analysis variables field by pressing the right arrow button in this section. Note that for this statistic type more than one analysis variable can be selected.

5. Since this is an example for analysis at teacher level, TCHWGT is used as the **Weight Variable**. It is selected by default by the IEA IDB Analyzer because there are both school and teacher data in the merged file. Whenever IEA IDB Analyzer detects teacher-level variables in a merged file, it will select the teacher weights. Again, if school variables which are in a merged file containing teacher data are analysed, the teacher weights will be used and the results should be interpreted as (for example) “Percentage of teachers in school with characteristic A” without any direct inferences for the schools themselves. Additionally the teacher replicate weights (TRWGT1-100) are defined automatically by the software.
6. Specify the name and folder of the output files in the **Output Files** field. The IEA IDB Analyzer will use this name and folder to create three output files
 - a. an SPSS syntax file that contains the code for performing the analysis,
 - b. an SPSS data file with the results,
 - c. an Excel file with these same results.
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. Figure 4.10 displays the IEA IDB Analyzer Analysis Module window with all necessary settings for this analysis.

Figure 4.10. Analysis Module – Computing Percentages and Means

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_School_Teacher_Five_Countries_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Percentages and Means Number of Decimals: 2 Show Graphs

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employme...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experi...
TT2G05B	Background/ How many years of work experi...
TT2G05C	Background/ How many years of work experi...
TT2G05D	Background/ How many years of work experi...
TT2G06	Background/ What is your employment status...
TT2G07	Background/ Do you currently work as a teac...
TT2G08	Background/ If 'Yes', please indicate in how...
TT2G09	Background/ Across all your [<ISCED level x>...
TT2G10	Background/ What is the highest level of form...
TT2G11	Background/ Did you complete a <teacher tra...
TT2G12A	Background/ Elements included in formal edu...
TT2G12B	Background/ Elements included in formal edu...
TT2G12C	Background/ Elements included in formal edu...
TT2G13A	Background/ Prepared for elements in teachin...
TT2G13B	Background/ Prepared for elements in teachin...
TT2G13C	Background/ Prepared for elements in teachin...
TT2G14A1	Background/ Categories included in education...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code
TC2G09	School Background/ Which best describ...

Analysis Variables:

Name	Description
TPDPEDS	Need for PD in Subject Matter and Peda...

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Percentages_and_Means.* Modify Return to Main Menu Help

5 Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages and Means None Used plamen.mirazchiyski

A printout of the SPSS output containing the results is presented in Figure 4.11. It exhibits the estimated average need for teacher professional development by school location.

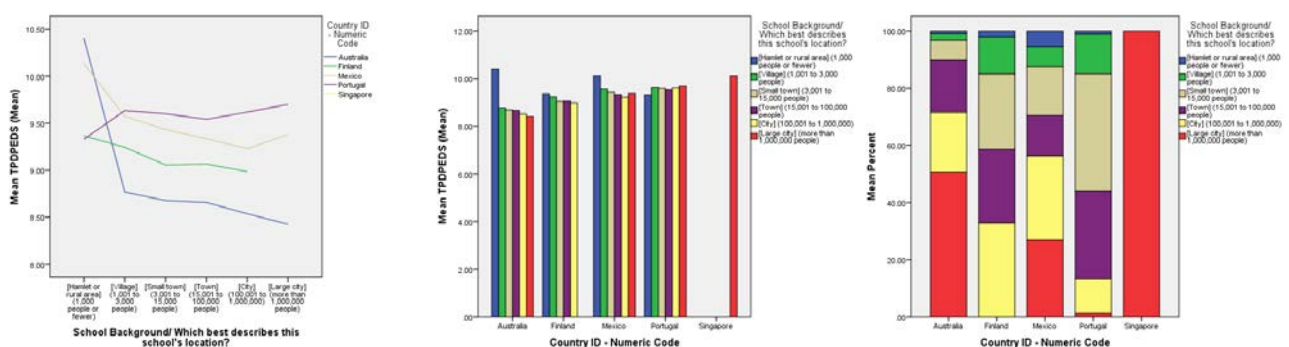
Figure 4.11. SPSS output for example percentages and means analysis

Average for TPDPEDS by (IDCNTRY TC2G09)										
Country ID - Numeric Code	School Background/ Which best describes this school's location?	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)	TPDPEDS (Mean)	TPDPEDS (s.e.)	Std.Dev.	Percent Missing
Australia	[Hamlet or rural area] (1,000 people or fewer)	9	850	525.38	.92	.57	10.40	.14	2.13	.01
	[Village] (1,001 to 3,000 people)	32	2079	1200.32	2.25	1.31	8.77	.15	1.26	.13
	[Small town] (3,001 to 15,000 people)	107	6426	1669.29	6.95	1.84	8.68	.12	1.53	.10
	[Town] (15,001 to 100,000 people)	301	16906	4890.43	18.29	4.78	8.66	.15	1.78	.06
	[City] (100,001 to 1,000,000)	473	19356	4117.74	20.93	4.39	8.54	.09	1.67	.04
Finland	[Hamlet or rural area] (1,000 people or fewer)	56	361	202.35	2.00	1.12	9.36	.34	1.49	.08
	[Village] (1,001 to 3,000 people)	436	2347	359.68	12.96	2.01	9.24	.07	1.50	.04
	[Small town] (3,001 to 15,000 people)	749	4798	670.37	26.50	3.66	9.06	.07	1.45	.03
	[Town] (15,001 to 100,000 people)	685	4665	713.37	25.76	3.97	9.06	.07	1.50	.03
	[City] (100,001 to 1,000,000)	771	5936	781.05	32.78	4.15	8.98	.07	1.45	.04
Mexico	[Hamlet or rural area] (1,000 people or fewer)	131	13398	5296.40	5.41	2.11	10.14	.19	1.67	.11
	[Village] (1,001 to 3,000 people)	152	17357	4574.25	7.00	1.83	9.57	.38	1.97	.19
	[Small town] (3,001 to 15,000 people)	499	42202	6934.51	17.03	2.78	9.43	.10	1.70	.05
	[Town] (15,001 to 100,000 people)	457	35509	6163.73	14.33	2.48	9.33	.13	1.75	.06
	[City] (100,001 to 1,000,000)	898	72608	8505.00	29.30	3.44	9.23	.07	1.73	.05
Portugal	[Hamlet or rural area] (1,000 people or fewer)	30	469	343.74	1.11	.81	9.33	.01	1.48	.31
	[Village] (1,001 to 3,000 people)	440	5854	1108.31	13.83	2.57	9.63	.09	1.58	.07
	[Small town] (3,001 to 15,000 people)	1545	17369	1717.82	41.03	3.98	9.60	.05	1.53	.03
	[Town] (15,001 to 100,000 people)	1023	13029	1621.45	30.78	3.70	9.54	.06	1.59	.03
	[City] (100,001 to 1,000,000)	352	5111	1156.71	12.07	2.68	9.62	.11	1.65	.07
Singapore	[Large city] (more than 1,000,000 people)	58	499	306.31	1.18	.73	9.70	.28	2.00	.25
x.International Average	[Hamlet or rural area] (1,000 people or fewer)	.	.	.	1.89	.52	9.81	.10	1.69	.09
	[Village] (1,001 to 3,000 people)	.	.	.	7.21	.79	9.30	.11	1.58	.06
	[Small town] (3,001 to 15,000 people)	.	.	.	18.30	1.27	9.19	.05	1.55	.03
	[Town] (15,001 to 100,000 people)	.	.	.	17.83	1.53	9.15	.05	1.65	.02
	[City] (100,001 to 1,000,000)	.	.	.	19.02	1.49	9.09	.04	1.62	.03
	[Large city] (more than 1,000,000 people)	.	.	.	35.75	1.23	9.41	.08	1.72	.07

In the first line of the results shown in Figure 4.11 we see that Australian teachers in hamlet or rural areas have a mean need of 10.40, in villages it is 8.77, in small towns it is 8.68, in towns it is 8.66, in cities it is 8.54 and in large cities is 8.42. The BRR standard errors of these estimates are 0.14, 0.15, 0.12, 0.15, 0.09 and 0.06. The standard deviations around the averages are 2.13, 1.26, 1.53, 1.78, 1.67 and 1.53 and their corresponding BRR standard errors are 0.01, 0.13, 0.10, 0.06, 0.04 and 0.04. The output's last column also reports the percentage of responses missing for the analysis variable TPDPEDS within each level of the grouping variables IDCNTRY and TC2G09. The largest amount of missing data is found for the Australian teachers from small towns.

The SPSS output includes three graphs – line, bar and stacked bar charts. These are presented on Figure 4.12. The output also contains unweighted and weighted descriptive statistics of all variables included in the analysis (not presented here). The output is also available in Excel and SPSS data format. These files are saved directly in the folder specified in the **Output Files**.

Figure 4.12. Graphics from the output of the percentages and means analysis



4.5.4 Computing percentiles of a continuous variable and their standard errors

The **Percentiles** statistic type computes the score points that separate a given proportion of the distribution of scores by subgroups defined by the grouping variable(s). This statistic type also computes the BRR standard errors of the

computed percentiles. To compute percentiles of the distribution of a continuous variable and their BRR standard errors, the **Percentiles** statistic type has to be selected.

The following example will compute the 5th, 25th, 50th, 75th and 95th percentiles of the Teacher-students relations scale (variable TSCTSTUDS) and the BRR standard errors associated with each of the percentiles. The analysis will be by country (IDCOUNTRY will be the only grouping variable). The data will be read from the data file “TAL13_School_Teacher_Five_Countries_Merged.sav” the weighting variable will be TCHWGT and the standard errors will be computed using the 100 BRR teacher replicate weights.

1. Open the analysis module of the IEA IDB Analyzer.
2. Select the data file called “TAL13_School_Teacher_Five_Countries_Merged.sav” that was merged in a previous step if it is not selected automatically by the IEA IDB Analyzer.
3. As the type of analysis select **TALIS 2013 Single Level/Population (Using Teacher Weights)** and as type of statistic choose **Percentiles**. The program will by default exclude from the analysis cases with missing grouping variables. This can be deactivated by unchecking the option **Exclude Missing from Analysis**.
4. In the next steps the variables need to be defined:
 - a. As **Grouping Variables** the software always selects variable IDCOUNTRY by default. This is the only grouping variable used for this analysis. Nevertheless, depending on the purpose of the analysis the analyst can add more grouping variables marking them in the list of available variables and moving them to the list of grouping variables using the right arrow button next to the list. Note that subgroups are created and reported using the order of the variables as they appear in this list.
 - b. Next the **Analysis variables** have to be defined. To activate this section, click somewhere on this field. This time select variable TSCTSTUDS from the list of available variables and move it to the analysis variables field by pressing the right arrow button in this section. Note that for this statistic type only one analysis variable can be selected.
5. Since this is an example for analysis at teacher level, TCHWGT is used as the **Weight Variable**. It is selected by default by the IEA IDB Analyzer because there are both school and teacher data in the merged file. Additionally the teacher replicate weights (TRWGT1-100) are defined automatically by the software.
6. Specify the name and folder of the output files in the **Output Files** field. The IEA IDB Analyzer will use this name and folder to create three output files
 - a. an SPSS syntax file that contains the code for performing the analysis,
 - b. an SPSS data file with the results,
 - c. an Excel file with these same results.
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. Figure 4.13 displays the IEA IDB Analyzer Analysis Module window with all necessary settings for this analysis.

Figure 4.13. Analysis Module – Computing Percentiles

A printout of the SPSS output containing the results is presented in Figure 4.14 showing the estimated 5th, 25th, 50th, 75th and 95th percentiles of the Teacher-students relations scale.

Figure 4.14. SPSS output for example percentiles analysis

Percentiles for TPDPEDS by IDCNTRY												
Country ID - Numeric Code	N of Cases	Sum of TCHWGT	p5	p5_se	p25	p25_se	p50	p50_se	p75	p75_se	p95	p95_se
Australia	1952	100012	6.13	.00	7.21	2.15	8.65	5.04	9.46	6.65	11.17	10.08
Finland	2697	18107	6.33	.00	8.09	3.50	9.00	5.32	10.07	7.46	11.39	10.11
Mexico	3112	248907	6.27	.00	8.16	3.78	9.35	6.15	10.67	8.80	12.22	11.91
Portugal	3585	43937	6.58	.51	8.64	4.62	9.66	6.67	10.81	8.97	11.76	10.86
Singapore	3097	9545	6.85	1.18	8.85	5.20	10.09	7.66	11.45	10.40	12.99	13.46
x.International Average	.	.	6.43	.26	8.19	1.78	9.35	2.79	10.49	3.83	11.91	5.08

As we can see from the output on Figure 4.14, in Australia the 5th percentile equals 6.13, the 25th – 7.21, the 50th – 8.65, the 75th – 9.46 and the 95th – 11.17. The corresponding BRR standard errors are 0, 2.15, 5.04, 6.65 and 10.08. The output also contains weighted and unweighted descriptive statistics for the analysis variable (TSCTSTUDS).

4.5.5 Computing regression coefficients and their standard errors

The statistic type **Regression** is used to perform single or multiple linear regression between a dependent (or “to be explained”) variable and one or more independent (“explanatory”) variables. The statistic type **Regression** also has the option to compute regression coefficients with contrast coding of a categorical independent variable. The available options are **Effect Coding** and **Dummy Coding**. Only one variable can be selected as independent in the model to be

dummy or effect coded. The analyst does not need to recode the variables in advance. The IEA IDB Analyzer will create the dummy or effect coded variables for each category of the independent variable automatically.

The following examples show step by step how to perform such analyses to compute regression coefficients and their BRR standard errors. Note that the IEA IDB Analyzer provides convenient tools for estimating coefficients and sampling errors reflecting the sample design only and that analysts will need to verify any assumptions about the data's characteristics, distributions and so on beforehand (*e.g.*, normality, outliers, multicollinearity, or heteroscedasticity).

4.5.5.1 Computing regression coefficients and their standard errors

This example demonstrates the use of multiple linear regression, which computes the regression coefficients and their corresponding BRR standard errors.

In a previous analysis (not presented here) it was found that there is strong, significant and negative relationship between teacher job satisfaction and their need for professional development in Australia, Finland, Mexico, Portugal and Singapore. This example will test how the relationship between Teacher job satisfaction (variable TJOB SATS) as a dependent variable and Need for professional development in subject matter and pedagogy (variable TPD PEDS) as independent variable changes when controlling for Teacher self-efficacy (variable TSEL FEFFS) and School climate – mutual respect (variable PSC MUTR). It will compute the regression coefficients and their BRR standard errors. In this example the file “TAL08_School&Teacher_Five_Countries_Merged.sav” containing the teacher and school data will be used for the analysis and the teacher weight will be applied. The standard errors will be computed based on 100 BRR teacher replicate weights.

All the variables that will be used in this analysis are complex scales. TJOB SATS, TPD PEDS and TSEL FEFFS use separate statements from the teacher questionnaire while PSC MUTR use statements from the school principal questionnaire. These scales are constructed using Confirmatory Factor Analysis (CFA) assuming an underlying latent trait. Information on how the index variables in TALIS 2013 were derived can be found in Chapter 10 of the TALIS Technical Report (OECD, 2014a). For the purpose here, it is important to know that indicators were standardised on an international metric (*i.e.*, using equally weighted samples from each country) and rescaled to have a scale midpoint of 10 and standard deviation of 2.

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis module of the IEA IDB Analyzer.
2. Select the data file called “TAL13_School_Teacher_Five_Countries_Merged.sav” that was produced earlier.
3. As type of the analysis select **TALIS 2013 Single Level/Population (Using Teacher Weights)** and as statistic type choose **Regression**. Leave the **Create Contrast** field with its default value (**No**) and the **Missing Data Option** as **Listwise**.
4. In the next steps all variables need to be defined:
 - a. As **Grouping Variable** the software always selects variable IDCNTRY by default. No other variable needs to be added for this example.
 - b. Next, the independent variables need to be defined. To activate this section, click next to the **Independent Variables** field. Select the variables TPD PEDS, TSEL FEFFS and PSC MUTR under the **Select Variables** list and use the right arrow button in this section to place them in the list of **Independent Variables** on the right.
 - c. Select the radio button for the **Dependent Variable**. Select variable TJOB SATS from the variable list and move it to the dependent variable field by pressing the right arrow button in this section.
 - d. The **Weight Variable** is automatically selected by the software. As the file contains teacher and school data merged the teacher weight TCHWGT is selected automatically. Additionally the appropriate teacher replicate weights (TRWGT1-100) will be used in the analysis.
5. Specify the name and folder of the output files in the **Output Files** field. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis,
 - b. four SPSS data files with the results (ANOVA, Coefficients, Descriptives, Model),
 - c. four Excel files with these same results (ANOVA, Coefficients, Descriptives, Model).
6. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. All the settings should look like the one in Figure 4.15.

Figure 4.15. Analysis Module – Computing regression

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TALIS_School_Teacher_Five_Countries_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Regression Create Contrast: No Contrast Type: None Number of Categories for Ind. Variable: 1
Missing Data Option: Listwise Number of Decimals: 2

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employment...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experie...
TT2G05B	Background/ How many years of work experie...
TT2G05C	Background/ How many years of work experie...
TT2G05D	Background/ How many years of work experie...
TT2G06	Background/ What is your employment status...
TT2G07	Background/ Do you currently work as a teach...
TT2G08	Background/ If 'Yes', please indicate in how m...
TT2G09	Background/ Across all your [<ISCED level x>...
TT2G10	Background/ What is the highest level of form...
TT2G11	Background/ Did you complete a <teacher trai...
TT2G12A	Background/ Elements included in formal educ...
TT2G12B	Background/ Elements included in formal educ...
TT2G12C	Background/ Elements included in formal educ...
TT2G13A	Background/ Prepared for elements in teachin...
TT2G13B	Background/ Prepared for elements in teachin...
TT2G13C	Background/ Prepared for elements in teachin...
TT2G14A1	Background/ Categories included in education/...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code

Independent Variables:

Name	Description
TPDPEDS	Need for PD in Subject Matter and Pedag...
TSELEFFS	Teacher Self-Efficacy/STSTDs
PSCMUTRS	School Climate - Mutual Respect/STSTDs

Dependent Variable:

Name	Description
TJOBSATS	Teacher Job Satisfaction/Ststds

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Regression.* Modify Return to Main Menu Help

Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Regression None Used plamen.mirazchyski

The output contains unweighted and weighted descriptive statistics for all variables in the equation, sum of squares of the regression model (in ANOVA table), regression coefficients for all variables and model fit statistics (R^2). A printout of the results is presented in Figure 4.16 shows the regression coefficients from a linear regression in each country, with Need for professional development in subject matter and pedagogy (variable TPD PEDS) as independent variable. The coefficients change when controlling for Teacher self-efficacy (variable TSELEFFS) and School climate – mutual respect (variable PSCMUTR) for each of the five selected countries.

Figure 4.16 SPSS regression coefficients output for example regression analysis

Regression Coefficients							
IDCNTRY	EqVar	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)
Australia	(CONSTANT)	7.90	.69	11.43	.	.	.
	TPDPEDS	.00	.04	.00	.00	.04	.00
	TSELEFFS	.27	.03	9.59	.25	.03	9.32
	PSCMUTRS	.07	.03	2.14	.07	.03	2.12
Finland	(CONSTANT)	9.45	.51	18.54	.	.	.
	TPDPEDS	-.12	.03	-4.33	-.10	.02	-4.30
	TSELEFFS	.26	.02	11.92	.27	.02	12.20
	PSCMUTRS	.07	.03	2.49	.07	.03	2.56
Mexico	(CONSTANT)	10.60	.37	28.49	.	.	.
	TPDPEDS	-.04	.02	-2.24	-.06	.02	-2.28
	TSELEFFS	.23	.02	14.16	.28	.02	14.27
	PSCMUTRS	.02	.02	1.00	.03	.03	1.00
Portugal	(CONSTANT)	6.35	.64	9.98	.	.	.
	TPDPEDS	-.08	.02	-3.41	-.07	.02	-3.43
	TSELEFFS	.34	.02	15.09	.24	.02	14.87
	PSCMUTRS	.13	.04	3.40	.11	.04	3.20
Singapore	(CONSTANT)	8.26	.38	21.86	.	.	.
	TPDPEDS	.00	.02	.18	.00	.02	.18
	TSELEFFS	.15	.02	8.22	.18	.02	8.32
	PSCMUTRS	.09	.01	6.15	.10	.02	6.17
Int. Avg.	(CONSTANT)	8.51	1.19	7.13	.	.	.
	TPDPEDS	-.05	.06	-.76	-.04	.06	-.78
	TSELEFFS	.25	.05	5.13	.24	.05	5.05
	PSCMUTRS	.07	.06	1.22	.08	.07	1.18

By using these variables in the model, the intercept (or regression “constant”) is the estimated teacher job satisfaction when all predictor variables take the value of zero. The regression coefficients for all predictors are the estimated changes in teacher job satisfaction for each unit change in the predictor variables. The output also contains the BRR standard errors of the regression coefficients and the *t*-test values that can be used to determine whether these coefficients are statistically significant.

The results displayed in Figure 4.16 show that in Australia and Singapore the coefficients of Need for professional development on subject matter and pedagogy have become insignificant after controlling for Teacher self-efficacy and School climate – mutual respect. The estimated intercepts are 7.90 and 8.26 respectively (rows designated “(Constant)”), with BRR standard errors of 0.69 and 0.38. The estimates for TPDPEDS are 0 in both countries with BRR standard errors of 0.04 and 0.02 and the *t*-test values are 0 and 0.18 which means this variable and teacher job satisfaction are not significantly (linearly) related. In all other countries the relationship between Teacher job satisfaction and the Need for professional development in subject matters and pedagogy is still negative and significant after controlling for Teacher self-efficacy and School climate – mutual respect. The coefficients in Finland, Mexico and Portugal are statistically significant at a 95% confidence level because the absolute *t*-test values of TPDPEDS are bigger than the value of 1.96 (using a standard normal distribution to determine the critical value for the *t*-statistic): -4.33, -2.24 and -3.41. Nevertheless, although significant, these coefficients are rather small (-0.12, -0.04 and -0.08). The output also provides standardized regression coefficients, BRR standard errors and *t*-test values.

The SPSS output also provides model statistics as shown in Figure 4.17. The R^2 coefficients show the largest amount of explained variance in Finland and Mexico (9%) and the least in Singapore (4%). The output also provides the adjusted R^2 for the model in each country.

Figure 4.17. SPSS model statistics output for example regression analysis

Model Statistics				
IDCNTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)
Australia	.07	.01	.07	.01
Finland	.09	.01	.09	.01
Mexico	.09	.01	.09	.01
Portugal	.08	.01	.08	.01
Singapore	.04	.01	.04	.01
Int. Avg.	.07	.03	.07	.03

Attention Point

Note that this section presented a fairly simple example of regression analysis using a limited number of predictor variables for the sake of clarity. The initial publication (OECD, 2014) has used a variety of regression analyses, each with a larger number of dummy coded or normalized predictor variables. The annexes to the initial publication detail the predictor and predicted variables used, and any recoding applied prior to using them in the analysis.

4.5.5.2 Computing regression coefficients and their standard errors with effect coded independent categorical variable

This example shows how to compute simple linear regression with effect coding of the independent variable. The IEA IDB Analyzer does the recoding automatically, so the analyst does not have to recode the data in advance. The example will estimate the effect the different subject coverage (“Yes, for some subject(s) I teach” and “No”) during their formal education, related to subjects teachers currently teach, has on self-efficacy. More specifically, the analysis will test what is the difference between the grand mean of Teacher self-efficacy and the Teacher self-efficacy for those teachers whose formal training covered most of the subjects they currently teach, and none of them.

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the data file called “TAL13_School_Teacher_Five_Countries_Merged.sav” that was merged in the previous step. Normally, the IEA IDB Analyzer’s Analysis Module automatically selects the last file being merged by the Merge Module.
3. As the analysis type select **TALIS 2013 Single Level/Population (Using Teacher Weights)** and as **Statistic Type – Regression**. From the drop-down menu **Create Contrast** select **Effect Coding**. Because our independent variable has three mutually exclusive categories, from the drop-down menu **Number of Categories for Ind. Variable** 3 has to be selected. The minimum (and default) number of categories is 2. The Missing Data option can remain as **Listwise** (default) or changed to **Pairwise**.
4. In the next step analysts will need to define the categorical independent variable. Analysts will need to select the **Independent Variable** field and then add TT2G12A (Teacher Questionnaire, Q12-A, p. 5) and add it to the corresponding field. To do this, select the variable from the variable list on the left hand side of the window and press the right arrow button belonging to the section of the grouping variable.
5. Next, the dependent variable has to be defined. Click on the **Dependent Variable** field and from the list of available variables on the left-hand side select TSELEFFS and using the right arrow button move it on the right.
6. The **Weight Variable** (TCHWGT) is automatically defined by the software. Additionally the teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although the analysts will not see them on the application’s interface.

7. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once the name is defined), browsing to the desired folder, and typing the desired name. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis and after executing it,
 - b. an SPSS data file with the results,
 - c. an Excel file with these same results.
8. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. The final IEA IDB Analyzer settings should appear as in Figure 4.18.

Figure 4.18. Analysis Module – Computing regression with effect coding of independent variables

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_School_Teacher_Five_Countries_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Rearession Create Contrast: Yes Contrast Type: Effect Coding Number of Categories for Ind. Variable: 3

Missing Data Option: Listwise Number of Decimals: 2

3 Select Variables:

Name	Description
CENTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employment...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experie...
TT2G05B	Background/ How many years of work experie...
TT2G05C	Background/ How many years of work experie...
TT2G05D	Background/ How many years of work experie...
TT2G06	Background/ What is your employment status...
TT2G07	Background/ Do you currently work as a teach...
TT2G08	Background/ If 'Yes', please indicate in how m...
TT2G09	Background/ Across all your [<ISCED level x>...
TT2G10	Background/ What is the highest level of form...
TT2G11	Background/ Did you complete a <teacher trai...
TT2G12B	Background/ Elements included in formal educ...
TT2G12C	Background/ Elements included in formal educ...
TT2G13A	Background/ Prepared for elements in teachin...
TT2G13B	Background/ Prepared for elements in teachin...
TT2G13C	Background/ Prepared for elements in teachin...
TT2G14A1	Background/ Categories included in education/...
TT2G14A2	Background/ Categories included in education/...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCENTRY	Country ID - Numeric Code

Independent Variable:

Name	Description
TT2G12A	Background/ Elements included in formal...

Dependent Variable:

Name	Description
TSELEFFS	Teacher Self-Efficacy/STSTDS

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Regression_with_effect_coding.* Modify

Return to Main Menu Help

Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Regression (With Contrast Coding) None Used plamen.mirazchiyski

The output contains unweighted and weighted descriptive statistics for all variables in the equation, sum of squares of the regression model (in ANOVA table), regression coefficients for all variables and model fit statistics (R^2). A printout of the results is presented in Figure 4.19 showing the regression coefficients from a regression in each country, with the degree of inclusion of elements of the content of the subject the teachers teach included in the formal training (variable TT2G12A) as independent variable with effect coding and Teacher self-efficacy (variable TSELEFFS) as dependent.

Figure 4.19. SPSS regression coefficients output for example regression with effect coding analysis

Regression Coefficients							
IDCNTRY	EqVar	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)
Australia	(CONSTANT)	12.40	.10	122.91	.	.	.
	EVAR2	-.16	.10	-1.58	-.08	.05	-1.58
	EVAR3	-.18	.17	-1.05	-.06	.06	-1.04
Finland	(CONSTANT)	11.72	.08	150.80	.	.	.
	EVAR2	-.13	.08	-1.68	-.06	.03	-1.67
	EVAR3	-.13	.12	-1.09	-.04	.04	-1.09
Mexico	(CONSTANT)	12.55	.05	256.32	.	.	.
	EVAR2	-.16	.06	-2.76	-.09	.03	-2.79
	EVAR3	-.05	.08	-.70	-.02	.03	-.70
Portugal	(CONSTANT)	13.70	.05	249.08	.	.	.
	EVAR2	-.11	.07	-1.71	-.07	.04	-1.71
	EVAR3	-.02	.10	-.24	-.01	.04	-.24
Singapore	(CONSTANT)	11.84	.09	126.62	.	.	.
	EVAR2	.06	.11	.53	.02	.04	.53
	EVAR3	-.33	.19	-1.75	-.08	.04	-1.76
Int. Avg.	(CONSTANT)	12.44	.17	71.37	.	.	.
	EVAR2	-.10	.19	-.53	-.05	.09	-.60
	EVAR3	-.14	.31	-.46	-.04	.09	-.44

The intercept (or regression “constant”) of the variable TSELEFFS on the first line is the estimated grand mean of Teacher self-efficacy regardless of the group they belong to (“Yes, for all subject(s) I teach”, “Yes, for some subject(s) I teach” and “No”) in each country. In Australia the grand mean equals 12.40, in Finland – 11.72, in Mexico – 12.55, in Portugal – 13.70 and in Singapore – 11.84. The corresponding BRR standard errors are 0.10, 0.08, 0.05, 0.05 and 0.09 respectively. The rows EVAR2 and EVAR3 correspond to the estimates for the second and the third effect-coded category of the variable TT2G12A. Their regression coefficients correspond to the difference between the teachers who answered “Yes, for some subject(s) I teach” and “No” with the grand mean. As can be seen from Figure 4.19, in all countries these estimates are negative: -0.16 and -0.18 in Australia, -0.13 and -0.13 in Finland, -0.16 and -0.05 in Mexico, -0.11 and -0.02 in Portugal and -0.06 and -0.33 in Singapore. The corresponding BRR standard errors are 0.10 and 0.17, 0.08 and 0.12, 0.06 and 0.08, 0.07 and 0.10 and 0.11 and 0.19. The output also contains the *t*-test values for every estimate. The only significant difference with the grand mean is in Mexico for the teachers whose formal education or training included content for some of the subjects they teach. The absolute *t*-test value in this case (-2.76) is larger than 1.96 (using a standard normal distribution to determine the critical value for the *t*-statistic) meaning that these teachers have less self-efficacy than the average of all teachers in the country. The output also provides standardised regression coefficients, their BRR standard errors and *t*-test statistics.

The output also contains unweighted and weighted descriptive statistics for the variable in the model, ANOVA table with the regression and residual sum of squares and a model statistics. The latter is presented in Figure 4.20.

Figure 4.20. SPSS model statistics output for example regression with effect coding analysis

Model Statistics				
IDCNTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)
Australia	.02	.01	.02	.01
Finland	.01	.00	.01	.00
Mexico	.01	.00	.01	.00
Portugal	.01	.00	.01	.00
Singapore	.00	.00	.00	.00
Int. Avg.	.01	.01	.01	.01

As the figure shows, the amount of explained variance (R^2) is very low, up to 2% and in Singapore is 0%. The output also provides the adjusted R^2 for the model in each country.

4.5.5.3 Computing regression coefficients and their standard errors with dummy coded independent categorical variable

This example shows how to compute simple linear regression with dummy coding of the independent variable. The example uses the same variables as the previous one with effect coding. The difference is in the coding method that leads to different way of computing the regression coefficients, hence the interpretation of the results will differ. The IEA IDB Analyzer does the recoding automatically, so the analyst does not have to recode the data in advance. The example will estimate the differences in teacher self-efficacy between teachers who had different subject coverage in their teacher education and training over all subjects (“Yes, for all subject(s) I teach”) on one hand, and “Yes, for some subject(s) I teach” and “No” on the other).

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the data file called “TAL13_School_Teacher_Five_Countries_Merged.sav” that was merged in the previous step. Normally, the IEA IDB Analyzer’s Analysis Module automatically selects the last file being merged by the Merge Module.
3. As the analysis type select **TALIS 2013 Single Level/Population (Using Teacher Weights)** and as **Statistic Type – Regression**. From the drop-down menu **Create Contrast** select **Dummy Coding**. Because the independent variable has three mutually exclusive categories, from the drop-down menu **Number of Categories for Ind. Variable** 3 has to be selected. The minimum (and default) number of categories is 2. The Missing Data option can remain as **Listwise** (default) or changed to **Pairwise**.
4. In the next step analysts will need to define the categorical independent variable. Analysts will need to select the **Independent Variable** field and then add TT2G12A (Teacher Questionnaire, Q12-A, p. 5) and add it to the corresponding field. To do this, select the variable from the variable list on the left hand side of the window and press the right arrow button belonging to the section of the grouping variable.
5. Next, the dependent variable has to be defined. Click on the **Dependent Variable** field and from the list of available variables on the left-hand side select TSELEFFS and using the right arrow button move it on the right.
6. The **Weight Variable** (TCHWGT) is automatically defined by the software. Additionally the teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although the analysts will not see them on the application’s interface.
7. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once the name is defined), browsing to the desired folder, and typing the desired name. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis and after executing it,
 - b. an SPSS data file with the results,

- c. an Excel file with these same results.
8. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. The final IEA IDB Analyzer settings should appear as in Figure 4.21.

Figure 4.21. Analysis Module – Computing regression with dummy coding of independent variables

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_School_Teacher_Five_Countries_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Regression Create Contrast: Yes Contrast Type: Dummy Coding Number of Categories for Ind. Variable: 3

Missing Data Option: Listwise Number of Decimals: 2

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employment stat...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experience d...
TT2G05B	Background/ How many years of work experience d...
TT2G05C	Background/ How many years of work experience d...
TT2G05D	Background/ How many years of work experience d...
TT2G06	Background/ What is your employment status as a t...
TT2G07	Background/ Do you currently work as a teacher of...
TT2G08	Background/ If 'Yes', please indicate in how many o...
TT2G09	Background/ Across all your [<ISCED level x> class...
TT2G10	Background/ What is the highest level of formal ed...
TT2G11	Background/ Did you complete a <teacher training...
TT2G12B	Background/ Elements included in formal education...
TT2G12C	Background/ Elements included in formal education...
TT2G13A	Background/ Prepared for elements in teaching/ Co...
TT2G13B	Background/ Prepared for elements in teaching/ Pe...
TT2G13C	Background/ Prepared for elements in teaching/ Cla...
TT2G14A1	Background/ Categories included in education/ Rea...
TT2G14A2	Background/ Categories included in education/ Rea...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code

Independent Variable:

Name	Description
TT2G12A	Background/ Elements included in formal e...

Dependent Variable:

Name	Description
TSELEFFS	Teacher Self-Efficacy/STSTDS

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Regression_with_Dummy_Coding.* Modify

Return to Main Menu Help

Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Regression (With Contrast Coding) None Used plamen.mirazchiyski

The output contains unweighted and weighted descriptive statistics for all variables in the equation, sum of squares of the regression model (in ANOVA table), regression coefficients for all variables and model fit statistics (R^2). A printout of the results is presented in Figure 4.22 showing the regression coefficients from a regression in each country, with Teacher self-efficacy (variable TT2G12A) as independent variable with dummy coding and Teacher self-efficacy (variable TSELEFFS) as dependent.

Figure 4.22. SPSS regression coefficients output for example regression with dummy coding analysis

Regression Coefficients							
IDCNTRY	EqVar	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)
Australia	(CONSTANT)	12.74	.07	180.80	.	.	.
	DVAR2	-.49	.12	-4.24	-.13	.03	-4.33
	DVAR3	-.51	.26	-1.99	-.07	.04	-1.86
Finland	(CONSTANT)	11.99	.05	260.21	.	.	.
	DVAR2	-.40	.10	-3.90	-.08	.02	-3.95
	DVAR3	-.40	.19	-2.06	-.04	.02	-2.03
Mexico	(CONSTANT)	12.76	.04	304.81	.	.	.
	DVAR2	-.38	.08	-4.55	-.10	.02	-4.62
	DVAR3	-.27	.12	-2.33	-.05	.02	-2.29
Portugal	(CONSTANT)	13.83	.03	474.62	.	.	.
	DVAR2	-.25	.06	-4.03	-.08	.02	-3.99
	DVAR3	-.16	.15	-1.06	-.02	.02	-1.07
Singapore	(CONSTANT)	12.11	.04	281.62	.	.	.
	DVAR2	-.21	.10	-2.17	-.04	.02	-2.16
	DVAR3	-.59	.27	-2.16	-.05	.02	-2.18
Int. Avg.	(CONSTANT)	12.69	.11	118.11	.	.	.
	DVAR2	-.35	.21	-1.65	-.09	.05	-1.72
	DVAR3	-.39	.46	-.83	-.05	.05	-.82

The intercept (or regression “constant”) of the variable TSELEFFS on the first line is the estimated mean of Teacher self-efficacy for the first category (“Yes, for all subject(s) I teach”, “Yes, for some subject(s) I teach” and “No”) that was dummy coded in each country. In Australia the estimate for these teachers equals 12.74, in Finland – 11.99, in Mexico – 12.76, in Portugal – 13.83 and in Singapore – 12.1. The corresponding BRR standard errors are 0.07, 0.05, 0.04, 0.03 and 0.04 respectively. The rows DVAR2 and DVAR3 correspond to the estimates for the second and the third dummy-coded category of the variable TT2G12A. Their regression coefficients correspond to the difference between the teachers who answered “Yes, for some subject(s) I teach” and “No” with those who answered “Yes, for all subject(s) I teach”. As can be seen from Figure 4.22, in all countries these estimates are negative: -0.49 and -0.51 in Australia, -0.40 and -0.40 in Finland, -0.38 and -0.27 in Mexico, -0.25 and -0.16 in Portugal and -0.21 and -0.59 in Singapore. The corresponding BRR standard errors are 0.1 and 0.26, 0.10 and 0.19, 0.08 and 0.12, 0.06 and 0.15 and 0.10 and 0.27. The output also contains the *t*-test values for every estimate. The only non-significant difference in the averages of the teachers who answered “Yes, for some subject(s) I teach” and “No” from those who answered “Yes, for all subject(s) I teach” is in Portugal for the teachers whose formal education or training included content for none of the subjects they teach. The absolute *t*-test value in all other cases is larger than 1.96 (using a standard normal distribution to determine the critical value for the *t*-statistic), meaning that teachers who answered “Yes, for some subject(s) I teach” and “No” have less self-efficacy than the average of teachers who answered “Yes, for all subject(s) I teach”. The output also provides standardised regression coefficients, their BRR standard errors and *t*-test statistics.

The output also contains unweighted and weighted descriptive statistics for the variable in the model, ANOVA table with the regression and residual sum of squares and a model statistics. The latter is presented in Figure 4.23.

Figure 4.23. SPSS model statistics output for example regression with dummy coding analysis

Model Statistics				
IDCNTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)
Australia	.02	.01	.02	.01
Finland	.01	.00	.01	.00
Mexico	.01	.00	.01	.00
Portugal	.01	.00	.01	.00
Singapore	.00	.00	.00	.00
Int. Avg.	.01	.01	.01	.01

As the figure shows, the amount of explained variance (R^2) is very low, up to 2% and in Singapore is 0%. The output also provides the adjusted R^2 for the model in each country.

4.5.6 Computing correlations and their standard errors

The statistic type **Correlations** is used to calculate Pearson product-moment correlation coefficients between selected analysis variables. The IEA IDB Analyzer can accept more than two analysis variables and will compute the correlation coefficient between each pair. This example will use just two variables.

This example will estimate the correlation between the Efficacy of classroom management (SECLSS) and Efficacy of instruction (SEINSS) scales.

The steps in the IEA IDB Analyzer are as follows:

1. Open the analysis module of the IEA IDB Analyzer.
2. Select the data file called “TAL13_School_Teacher_Five_Countries_Merged.sav” that was merged for the means of the previous analysis.
3. As statistic type select **Correlations**.
4. In the next steps all variables need to be defined:
 - a. As **Grouping Variable** the software always selects variable IDCNTRY by default. No other variable needs to be added for this example.
 - b. Next select the analysis variables. To activate this section, click somewhere on the field **Analysis Variables**. Select the variables SECLSS and SEINSS from the list of available variables on the left side and move them to the analysis variables window by pressing the right arrow button in this section.
5. The **Weight** variable is automatically selected by the software. As this is an example for analysis at the teacher level, the weight TCHWGT is selected by default. Additionally the BRR teacher replicate weights SRWGT1-100 are automatically set by the IEA IDB Analyzer and will be used to compute the correct estimates of the BRR standard error of the correlation coefficient.
6. Specify the name and folder of the output files in the **Output Files** field. Again, the IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis,
 - b. an SPSS data file with the results,
 - c. an Excel file with these same results.
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files.

Figure 4.24 shows the setup screen with the selections made for computing the correlations between the two selected variables. Figure 4.25 shows the results from the analysis.

Figure 4.24 Analysis Module – Computing correlations

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File:

2 Analysis Type: Statistic Type: Missing Data Option: Number of Decimals:

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employment stat...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experience d...
TT2G05B	Background/ How many years of work experience d...
TT2G05C	Background/ How many years of work experience d...
TT2G05D	Background/ How many years of work experience d...
TT2G06	Background/ What is your employment status as a t...
TT2G07	Background/ Do you currently work as a teacher of...
TT2G08	Background/ If 'Yes', please indicate in how many o...
TT2G09	Background/ Across all your [<ISCED level x> class...
TT2G10	Background/ What is the highest level of formal ed...
TT2G11	Background/ Did you complete a <teacher training...
TT2G12A	Background/ Elements included in formal education...
TT2G12B	Background/ Elements included in formal education...
TT2G12C	Background/ Elements included in formal education...
TT2G13A	Background/ Prepared for elements in teaching/ Co...
TT2G13B	Background/ Prepared for elements in teaching/ Pe...
TT2G13C	Background/ Prepared for elements in teaching/ Cla...
TT2G14A1	Background/ Categories included in education/ Pea...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code

Analysis Variables:

Name	Description
SECLSS	Efficacy in Classroom Management/STSTDS
SEINSS	Efficacy in Instruction/STSTDS

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files:

5

TALIS 2013 Single Level/Population (Using Teacher Weights) Correlations None Used plamen.mirazchiyski

The SPSS output in Figure 4.25 displays, for each country, the correlation coefficients for each possible combination of variables (in this case just one). The intersection of columns and rows in this table can be used to find the correlation coefficient and its BRR standard error.

Figure 4.25 SPSS output for example correlation analysis

Correlation Coefficients					
IDCNTRY	variable	Correlation with SECLSS	Correlation with SECLSS (s.e.)	Correlation with SEINSS	Correlation with SEINSS (s.e.)
Australia	SECLSS	1.00	.00	.80	.01
	SEINSS	.80	.01	1.00	.00
Finland	SECLSS	1.00	.00	.77	.01
	SEINSS	.77	.01	1.00	.00
Mexico	SECLSS	1.00	.00	.73	.01
	SEINSS	.73	.01	1.00	.00
Portugal	SECLSS	1.00	.00	.72	.01
	SEINSS	.72	.01	1.00	.00
Singapore	SECLSS	1.00	.00	.81	.01
	SEINSS	.81	.01	1.00	.00
Int. Avg.	SECLSS	1.00	.00	.77	.02
	SEINSS	.77	.02	1.00	.00

The results displayed in Figure 4.25 show that the correlation between the two variables in the analysis for Australia is 0.80 with a standard error of 0.01, for Finland it is 0.77 with standard error of 0.01, for Mexico it is 0.73 with standard error of 0.01, for Portugal it is 0.72 with standard error of 0.01 and for Singapore it is 0.81 with standard error of 0.01.

4.5.7 Performing analyses with data merged across ISCED levels

As mentioned before, some countries chose to conduct TALIS not only in ISCED 2 (the target population of the study), but also in ISCED levels 1 and 3. The data can be analysed together using the IEA IDB Analyzer. The data from the different ISCED levels has to be merged together first. Such merging was presented in Section 4.4. This section presents sample analysis using this merged file. This example will compute the levels of Classroom disciplinary climate between teachers from ISCED 1, 2 and 3. The statistic type will be **Percentages and Means**.

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the data file named “TAL13_ISCEDs_Merged.sav”. This file was merged in the previous step, shown in Section 4.4.
3. As the analysis type select **TALIS 2013 Multiple Level/Population (Using Teacher Weights)** and as **Statistic Type – Percentages and Means**. Note that by default the program will exclude missing values on the analysis variable. This can be deactivated by removing the tick from the checkbox **Exclude Missing from Analysis**. If the analysts need to change the default number of decimals, they can do it from the **Number of Decimals** drop-down menu.
4. As for the analyses with single level data, the IEA IDB Analyzer always selects IDCNTRY as **Grouping Variable**, by default. This time, since there are more than one ISCED levels, it will also add the variable IDCNTPOP. This variable, as well as IDCNTRY, cannot be removed. It always has to be there when analysing data from multiple ISCED levels.
5. Next, the analyst needs to define the analysis variable. In this case this will be TCDISCS. Click on the **Analysis Variables** field to activate it and then from the list of available variables on the left side of the screen select TCDISCS and move it to the right using the right arrow button.
6. The **Weight Variable** (TCHWGT) is automatically defined by the software. Additionally the BRR teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although the analysts will not see them on the application’s interface.

7. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once the name is defined), browsing to the desired folder, and typing the desired name. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis and after executing it,
 - b. an SPSS data file with the results,
 - c. an Excel file with these same results.
8. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm the overwriting of already existing files. The final IEA IDB Analyzer settings should appear as in Figure 4.26.

Figure 4.26. Analysis Module – Computing percentages and means per ISCED levels

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_ISCEDs_Merged.sav Select

2 Analysis Type: TALIS 2013 Multiple Level/Population (Using Teacher Weights) Statistic Type: Percentages and Means Number of Decimals: 2 Show Graphs

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employmen...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experie...
TT2G05B	Background/ How many years of work experie...
TT2G05C	Background/ How many years of work experie...
TT2G05D	Background/ How many years of work experie...
TT2G06	Background/ What is your employment status...
TT2G07	Background/ Do you currently work as a teach...
TT2G08	Background/ If 'Yes', please indicate in how m...
TT2G09	Background/ Across all your [<ISCED level x>...
TT2G10	Background/ What is the highest level of form...
TT2G11	Background/ Did you complete a <teacher trai...
TT2G12A	Background/ Elements included in formal educ...
TT2G12B	Background/ Elements included in formal educ...
TT2G12C	Background/ Elements included in formal educ...
TT2G13A	Background/ Prepared for elements in teachin...
TT2G13B	Background/ Prepared for elements in teachin...
TT2G13C	Background/ Prepared for elements in teachin...
TT2G14A1	Background/ Categories included in education/...

Grouping Variables: Exclude Missing From Analysis

Name	Description
IDCNTY	Country ID - Numeric Code
IDCNTPOP	Country Alpha Code and ISCED Level

Analysis Variables:

Name	Description
TCDISCS	Classroom Disciplinary Climate: Need...

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Percentages_and_Means_per_ISCED.* Modify Return to Main Menu Help

5 Start SPSS

TALIS 2013 Multiple Level/Population (Using Teacher Weights) Percentages and Means None Used plamen.mirazchiyski

A printout of the output is displayed in Figure 4.27.

Figure 4.27. SPSS output for example Percentages and Means analysis per ISCED levels

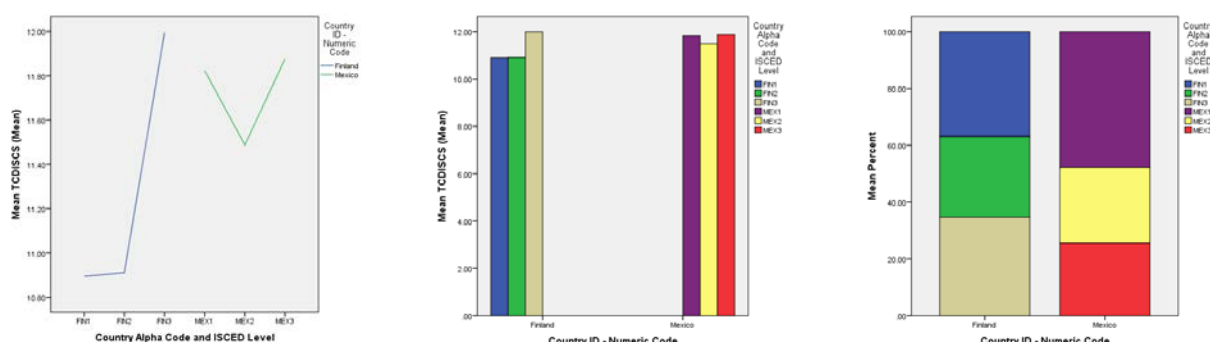
Average for TCDISCS by (IDCNTRY IDCNTPOP)											
Country ID - Numeric Code	Country Alpha Code and ISCED Level	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)	TCDISCS (Mean)	TCDISCS (s.e.)	Std.Dev.	Std.Dev. (s.e.)	Percent Missing
Finland	FIN1	2269	20034	459.19	36.95	1.16	10.90	.07	2.05	.04	21.20
	FIN2	2305	15384	328.47	28.37	.90	10.91	.06	2.11	.04	16.33
	FIN3	2114	18800	1414.45	34.67	1.77	12.00	.07	1.94	.04	16.55
Mexico	MEX1	1113	395430	19791.02	47.81	1.26	11.82	.05	1.27	.04	13.78
	MEX2	2749	220423	4205.98	26.65	.80	11.49	.04	1.64	.03	12.12
	MEX3	2667	211199	7197.28	25.54	.84	11.88	.05	1.57	.03	9.29
x.International Average	FIN1	.	.	.	18.48	.58	10.90	.07	2.05	.04	.
	FIN2	.	.	.	14.19	.45	10.91	.06	2.11	.04	.
	FIN3	.	.	.	17.34	.89	12.00	.07	1.94	.04	.
	MEX1	.	.	.	23.91	.63	11.82	.05	1.27	.04	.
	MEX2	.	.	.	13.33	.40	11.49	.04	1.64	.03	.
	MEX3	.	.	.	12.77	.42	11.88	.05	1.57	.03	.

The first two columns in the output list the categories for the two grouping variables – IDCNTRY and IDCNTPOP. These are the country names and the populations (ISCED 1, 2 and 3). The next three columns present the number of valid cases in the sample, their population estimates and the standard errors of the population estimates. The next four columns show the percentages by groups defined by the grouping variables (IDCNTRY, IDCNTPOP), their standard errors, the means of the analysis variable TCDISCS (Classroom disciplinary climate) per group and their standard errors. The next two columns display the standard deviations associated with the means and their standard errors. The last column shows the percent of missing values for the analysis variable TCDISCS. The largest amount of missing values is for ISCED 2 teachers in Finland.

The output on Figure 4.27 shows that the averages of the Classroom disciplinary climate for ISCED 1, 2 and 3 in Finland are 10.90, 10.91 and 12.00 with corresponding standard errors of 0.07, 0.06 and 0.07. The averages in Mexico are 11.82, 11.49 and 1.88 with standard errors of 0.05, 0.04 and 0.05 respectively.

The IEA IDB Analyzer also produces line, bar and stacked bar charts. These are presented in Figure 4.28.

Figure 4.28. Graphics from the output of the percentages and means analysis per ISCED levels



4.6 Reproducing analyses from the initial TALIS report (OECD, 2014)

4.6.1 Analysis with teacher-level variables

The example of a school-level analysis will investigate the percentages, means and their BRR standard errors of teachers by gender and in different age groups. The results of this analysis are presented in Table 2.1 of the TALIS international report (OECD, 2014; see Figure 4.29 below). These examples use the statistic types **Percentages only** and **Percentages and Means**.

The first step in the analysis is to identify the variables of interest in the appropriate data files. The variables TT2G01 and TT2G02 contain the information on teacher gender and age, provided directly by the teacher (see Teacher Questionnaire, Q1 and Q2, p. 3). TCHAGEGR is a derived variable and is a simple indicator defining the teacher age groups (under 25, 25-29, 30-39, 40-49, 50-59 and 60 or more years). To help the analyst, the appendices of this guide provide all questionnaires and include the respective variables' names as they appear in the files of the international database. As some countries had to adapt certain questions according to their, cultural or national characteristics, it is

important to ensure that there were no adaptations leading to deviations compared to the international version. This can be done by reviewing the reports of the national adaptations. As can be seen from Appendix A4, there were in fact no adaptations that could lead to deviations and the analysis can continue without additional modifications.

Figure 4.29 Table 2.1 from the TALIS international report (OECD, 2014) for the example teacher-level analysis

			Percentage of teachers in each age group										Average age			
			Under 25 years		25-29 years		30-39 years		40-49 years		50-59 years				60 years or more	
	Female		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	Average	S.E.
Australia	59.2	(1.4)	4.2	(0.5)	11.5	(0.9)	22.9	(1.1)	24.3	(1.3)	30.2	(1.5)	6.9	(0.6)	43.4	(0.3)
Brazil	71.1	(0.7)	4.6	(0.4)	13.0	(0.6)	36.2	(0.7)	30.2	(0.7)	13.7	(0.5)	2.3	(0.2)	39.2	(0.2)
Bulgaria	81.2	(0.8)	0.6	(0.2)	2.8	(0.4)	18.3	(0.9)	31.5	(1.1)	40.9	(1.2)	5.8	(0.5)	47.4	(0.2)
Chile	62.8	(1.3)	2.9	(0.5)	18.2	(1.1)	28.5	(1.3)	20.2	(1.1)	23.3	(1.3)	7.1	(0.9)	41.3	(0.5)
Croatia	74.3	(0.8)	0.4	(0.2)	13.3	(0.6)	34.4	(0.8)	21.5	(0.8)	17.8	(0.8)	12.6	(0.6)	42.6	(0.2)
Cyprus*	70.1	(1.1)	0.6	(0.2)	6.0	(0.5)	37.0	(1.3)	26.2	(1.1)	28.2	(1.1)	2.0	(0.3)	42.7	(0.2)
Czech Republic	76.5	(0.7)	0.8	(0.1)	10.0	(0.6)	26.5	(0.9)	27.4	(0.9)	27.4	(0.9)	7.8	(0.5)	44.2	(0.2)
Denmark	59.6	(1.2)	0.4	(0.1)	5.6	(0.8)	29.7	(1.4)	28.5	(1.5)	24.7	(1.3)	11.1	(0.9)	45.0	(0.3)
Estonia	84.5	(0.6)	1.3	(0.2)	6.1	(0.5)	17.2	(0.8)	27.2	(0.9)	31.9	(1.0)	16.3	(1.0)	47.9	(0.3)
Finland	72.4	(0.7)	0.3	(0.1)	7.4	(0.5)	28.4	(0.9)	31.0	(0.9)	27.4	(1.0)	5.4	(0.5)	44.1	(0.2)
France	66.0	(0.7)	0.7	(0.2)	7.8	(0.7)	32.6	(1.0)	32.7	(0.9)	21.5	(0.8)	4.7	(0.4)	42.6	(0.3)
Iceland	71.9	(1.2)	0.6	(0.2)	5.7	(0.6)	28.2	(1.3)	33.8	(1.3)	22.1	(1.2)	9.6	(0.8)	44.6	(0.3)
Israel	76.3	(1.4)	1.6	(0.3)	12.1	(1.2)	29.6	(1.0)	29.4	(1.0)	21.3	(0.9)	6.0	(0.6)	42.1	(0.4)
Italy	78.5	(0.7)	0.0	(0.0)	1.0	(0.2)	15.7	(0.7)	32.9	(0.9)	39.2	(1.0)	11.1	(0.5)	48.9	(0.2)
Japan	39.0	(0.8)	5.3	(0.4)	13.3	(0.6)	23.4	(0.8)	27.1	(1.0)	28.1	(1.1)	2.8	(0.4)	41.9	(0.2)
Korea	68.2	(1.1)	1.2	(0.3)	9.7	(0.6)	28.4	(1.2)	33.5	(1.1)	26.4	(1.3)	0.9	(0.2)	42.4	(0.3)
Latvia	88.7	(0.6)	1.6	(0.4)	3.3	(0.5)	17.9	(1.2)	33.6	(1.6)	33.1	(1.1)	10.5	(0.8)	47.1	(0.3)
Malaysia	70.5	(1.0)	0.6	(0.2)	17.7	(0.8)	34.2	(0.9)	34.9	(1.0)	12.6	(0.6)	0.0	(0.0)	38.9	(0.2)
Mexico	53.8	(1.1)	2.6	(0.4)	10.0	(0.7)	29.2	(1.1)	32.3	(1.0)	21.9	(1.0)	4.0	(0.5)	42.1	(0.3)
Netherlands	54.6	(1.3)	4.4	(0.9)	12.7	(0.9)	23.4	(1.2)	22.6	(1.1)	29.4	(1.4)	7.5	(0.6)	43.2	(0.4)
Norway	61.0	(1.0)	1.5	(0.4)	9.7	(0.8)	28.5	(1.0)	26.4	(1.1)	18.8	(0.8)	15.2	(1.3)	44.2	(0.4)
Poland	74.9	(1.0)	0.8	(0.2)	7.8	(0.6)	35.0	(0.9)	33.0	(1.2)	21.6	(0.9)	1.8	(0.3)	41.9	(0.2)
Portugal	73.2	(0.8)	0.0	(0.0)	1.2	(0.2)	24.2	(0.9)	46.6	(0.9)	25.5	(0.9)	2.4	(0.3)	44.7	(0.2)
Romania	69.2	(1.0)	3.6	(0.6)	9.9	(0.7)	38.6	(1.1)	21.0	(0.9)	17.9	(0.8)	9.0	(0.7)	41.6	(0.3)
Serbia	65.6	(0.7)	1.2	(0.2)	9.1	(0.6)	34.4	(1.0)	25.1	(0.8)	20.4	(0.7)	9.9	(0.6)	43.1	(0.2)
Singapore	65.0	(0.9)	5.0	(0.4)	26.8	(0.8)	37.9	(0.9)	18.6	(0.7)	8.6	(0.5)	3.0	(0.3)	36.0	(0.2)
Slovak Republic	81.9	(0.8)	0.5	(0.1)	10.8	(0.7)	30.9	(0.9)	25.3	(0.9)	25.4	(1.0)	7.1	(0.6)	43.4	(0.3)
Spain	58.8	(1.0)	0.2	(0.1)	2.6	(0.4)	23.2	(1.0)	38.8	(0.8)	31.8	(1.0)	3.5	(0.3)	45.6	(0.2)
Sweden	66.5	(0.8)	0.6	(0.2)	4.4	(0.5)	25.7	(1.0)	31.4	(1.0)	24.5	(0.8)	13.3	(0.7)	46.0	(0.3)
Sub-national entities																
Abu Dhabi (United Arab Emirates)	58.9	(1.9)	1.4	(0.3)	10.6	(0.9)	45.3	(1.5)	31.0	(1.1)	10.1	(0.8)	1.6	(0.3)	38.7	(0.3)
Alberta (Canada)	60.3	(1.3)	2.3	(0.5)	16.1	(1.0)	33.3	(1.4)	26.9	(1.3)	18.6	(1.2)	2.8	(0.4)	40.1	(0.3)
England (United Kingdom)	63.2	(1.1)	3.8	(0.4)	17.1	(0.8)	34.4	(1.2)	24.6	(0.8)	17.9	(0.7)	2.2	(0.4)	39.2	(0.3)
Flanders (Belgium)	68.1	(1.4)	5.8	(0.5)	17.8	(0.7)	30.5	(1.1)	22.0	(1.0)	23.2	(0.9)	0.7	(0.2)	39.3	(0.2)
Average	68.1	(0.2)	1.9	(0.1)	10.0	(0.1)	29.2	(0.2)	28.8	(0.2)	23.8	(0.2)	6.3	(0.1)	42.9	(0.0)
United States	64.4	(1.1)	3.1	(0.5)	12.6	(1.3)	28.6	(1.1)	25.4	(1.1)	22.7	(1.1)	7.7	(0.7)	42.2	(0.4)

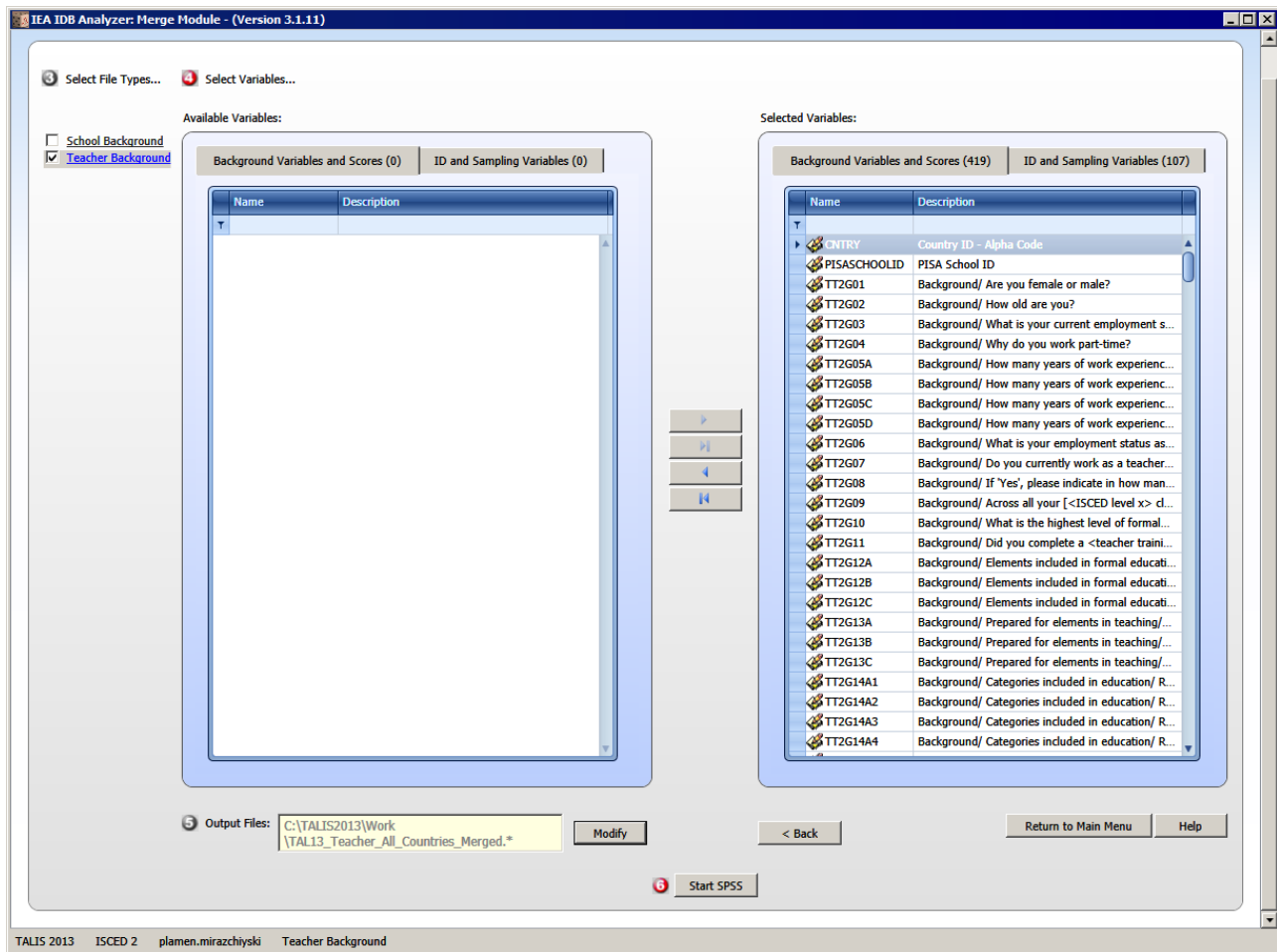
Since we want to investigate the percentage of teachers whose principal reports the different actions taken, we need to combine data from teacher files only and the weight variable that will be used is the teacher weight (TCHWGT).

be reproduced if data from Iceland is included. The first thing to do is to merge the teacher data from all participating countries (to reproduce the international average please obtain data from Iceland) into a new data file.

1. Open the IEA IDB Analyzer from the Windows Start menu and when the software loads, click on the Merge Module button.
2. Click on the button **Select** next to the **Select Directory** field, browse to the folder where the SPSS format TALIS IDB data files are located. As in the examples earlier in this chapter, this is “C:\TALIS2013\Data” folder. The program will automatically recognise and complete the **Select Study** and **Select Year** fields and list all countries available in this folder as possible candidates for merging. However, because the folder contains data from more than one population (three ISCED levels plus the TALIS-PISA Link), the analyst has to choose manually the ISCED 2 population from the **Select Level/Population** drop-down menu, because this is our population of interest.
3. Select all countries from the **Available Participants** list and use the buttons between the available and selected participants to include them in the list of **Selected Participants**.
4. Press the **Next>>** button to proceed. The software will switch to the second window of the Merge Module to select the file types and the variables to be included in the merged data file.
5. Select Teacher Background file types for merging by ticking the check box on the left side of the window.
6. Select the variables required from the list of **Available Variables** in left panel. Required identification and sampling variables are selected automatically by the IEA IDB Analyzer. Select all school and teacher variables and move them to the list of **Selected Variables** using the arrow buttons between the two fields.
7. Specify the desired name of the merged data file and the folder where it will be stored in the **Output Files** field. The IEA IDB Analyzer also will create an SPSS syntax file (*.SPS) of the same name and in the same folder with the code necessary to perform the merge. The syntax file will be named “TAL13_Teacher_All_Countries_Merged.sps” and the merged data file name will be “TAL13_Teacher_All_Countries_Merged.sav”. Both will both be stored in the “C:\TALIS2013\Work” directory. The merged data file will contain all teacher variables.
8. Click on the **Start SPSS** button to create the SPSS syntax file. It will be automatically opened in the SPSS syntax window ready for execution. The IEA IDB Analyzer will give a warning if it is about to overwrite an existing file in the specified folder. The syntax file must be executed by opening the **Run** menu of SPSS and selecting the **All** menu option.

Figure 4.30 below shows the set-up screen for the IEA IDB Analyzer Merge Module with all the variables from teacher data files selected for merging. The identification and sampling variables are automatically selected by the IEA IDB Analyzer.

Figure 4.30 Merge Module for example teacher-level analysis



For this analysis there is no need to recode any data.

The actual analyses to replicate table 2.1 are conducted with the IEA IDB Analyzer Analysis Module. Replicating the second to the eighth columns of the table requires the use of **Percentages only** and the last column requires **Percentages and Means** as **Statistic Type**. Figure 4.31 shows the set-up for replicating the results from the second column where the selected type of statistic is **Percentages only**. Variables IDCNTRY and TT2G01 have been selected as **Grouping Variables**. As **Weight Variable** the IEA IDB Analyzer automatically selected the variable TCHWGT. Additionally, the analyst has to change the number of decimals in the output to 1 in order to match the number of decimals with the proper rounding in the international report.

Figure 4.31 Analysis Module for example teacher-level analysis for Table 2.1 (teacher gender)

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_Teacher_All_Countries_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Percentages only Number of Decimals: 1 Show Graphs

3 Select Variables:

Grouping Variables: ☒ Exclude Missing From Analysis

Weight Variable:

4 Output Files: C:\TALIS2013\Work\Table_2_1_Column_2.* Modify Return to Main Menu Help

5 Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages only None Used plamen.mirazchiyski

Partial printout of the SPSS output is presented in Figure 4.32.

Figure 4.32 SPSS output for example teacher-level analysis for Table 2.1 (teacher gender)

Percentages by (IDCENTRY TT2G01)						
Country ID - Numeric Code	Background/ Are you female or male?	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Australia	Female	1212	62839	4299.32	59.2	1.4
	Male	847	43386	2504.08	40.8	1.4
Brazil	Female	9665	422955	7434.16	71.1	.7
	Male	4626	171919	4777.76	28.9	.7
Bulgaria	Female	2431	21511	288.80	81.2	.8
	Male	544	4990	223.25	18.8	.8
Chile	Female	1041	32419	1334.51	62.8	1.3
	Male	635	19213	836.14	37.2	1.3
Croatia	Female	2722	12424	224.92	74.3	.8
	Male	953	4289	144.50	25.7	.8

The countries are identified in the first column. The second column describes the categories of TT2G01 being reported. In this example, each education system's results are presented in two lines, one for each category of the variable TT2G01 (Female and Male). In this example only the results for Female are needed. The third column reports the

number of valid cases and the fourth the sum of weights of the sampled teachers. The last two columns display the percentage of schools in each category and the associated BRR standard error.

The analysis for the third to eighth columns also uses **Percentages only** as type of statistic. The first grouping variable will be IDCNTRY (default) and the second will be TCHAGEGR (teacher age groups). The IEA IDB Analyzer settings are displayed in Figure 4.33.

Figure 4.33. Analysis Module for example teacher-level analysis for Table 2.1 (teacher age groups)

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_Teacher_All_Countries_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Percentages only Number of Decimals: 1 Show Graphs

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G02	Background/ How old are you?
TT2G03	Background/ What is your current employment stat...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experience...
TT2G05B	Background/ How many years of work experience...
TT2G05C	Background/ How many years of work experience...
TT2G05D	Background/ How many years of work experience...
TT2G06	Background/ What is your employment status as a...
TT2G07	Background/ Do you currently work as a teacher of...
TT2G08	Background/ If 'Yes', please indicate in how many...
TT2G09	Background/ Across all your [<ISCED level x> class...
TT2G10	Background/ What is the highest level of formal ed...
TT2G11	Background/ Did you complete a <teacher training...
TT2G12A	Background/ Elements included in formal education...
TT2G12B	Background/ Elements included in formal education...
TT2G12C	Background/ Elements included in formal education...
TT2G13A	Background/ Prepared for elements in teaching/ Co...
TT2G13B	Background/ Prepared for elements in teaching/ Pe...
TT2G13C	Background/ Prepared for elements in teaching/ Cl...
TT2G14A1	Background/ Categories included in education/ Dea...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code
TCHAGEGR	Teacher Age Groups

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Table_2_1_Columns_3_to_8.* Modify

Return to Main Menu Help

Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages only None Used plamen.mirazchiyski

A partial printout of the SPSS output is presented in Figure 4.34.

Figure 4.34. SPSS output for example teacher-level analysis for Table 2.1 (teacher age groups)

Percentages by (IDCNTRY TCHAGEGR)						
Country ID - Numeric Code	Teacher Age Groups	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Australia	Below 25	67	4438	624.94	4.2	.5
	25-29	249	12159	930.08	11.5	.9
	30-39	501	24294	1343.25	22.9	1.1
	40-49	494	25722	2288.67	24.3	1.3
	50-59	596	31960	2809.00	30.2	1.5
	60 and above	146	7336	714.93	6.9	.6
Brazil	Below 25	549	27255	2466.45	4.6	.4
	25-29	1690	77333	3775.08	13.0	.6
	30-39	5167	215321	5578.43	36.2	.7
	40-49	4554	179656	4394.54	30.2	.7
	50-59	1990	81322	3226.69	13.7	.5
	60 and above	327	13564	1384.74	2.3	.2
Bulgaria	Below 25	20	167	54.36	.6	.2
	25-29	81	741	103.77	2.8	.4
	30-39	525	4860	237.45	18.3	.9
	40-49	925	8349	308.19	31.5	1.1
	50-59	1253	10834	339.75	40.9	1.2
	60 and above	171	1549	139.12	5.8	.5
Chile	Below 25	48	1478	242.66	2.9	.5
	25-29	302	9327	675.11	18.2	1.1
	30-39	485	14615	760.89	28.5	1.3
	40-49	338	10361	669.00	20.2	1.1
	50-59	379	11944	766.08	23.3	1.3
	60 and above	117	3633	470.17	7.1	.9

The structure of the output is the same as for the previous analysis. The variable TCHAGEGR has more categories than TT2G01, so the output for each education system is lengthier.

The last analysis replicates the last column of Table 2.1. The type of statistic this time is Percentages and Means. IDCNTRY is the only grouping variable and TT2G02 is the analysis variable whose mean and its BRR standard error will be estimated. TT2G02 is the actual teacher age as provided by the teachers when they completed the questionnaire. The IEA IDB Analyzer settings are displayed in Figure 4.35.

Figure 4.35. Analysis Module for example teacher-level analysis for Table 2.1 (teacher mean age)

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File:

2 Analysis Type: Statistic Type: Number of Decimals: ☒ Show Graphs

3 Select Variables:

Name	Description
CNTRY	Country ID - Alpha Code
PISASCHOOLID	PISA School ID
TT2G01	Background/ Are you female or male?
TT2G03	Background/ What is your current employment stat...
TT2G04	Background/ Why do you work part-time?
TT2G05A	Background/ How many years of work experience...
TT2G05B	Background/ How many years of work experience...
TT2G05C	Background/ How many years of work experience...
TT2G05D	Background/ How many years of work experience...
TT2G06	Background/ What is your employment status as a...
TT2G07	Background/ Do you currently work as a teacher of...
TT2G08	Background/ If 'Yes', please indicate in how many...
TT2G09	Background/ Across all your [<ISCED level x>] class...
TT2G10	Background/ What is the highest level of formal ed...
TT2G11	Background/ Did you complete a <teacher training...
TT2G12A	Background/ Elements included in formal education...
TT2G12B	Background/ Elements included in formal education...
TT2G12C	Background/ Elements included in formal education...
TT2G13A	Background/ Prepared for elements in teaching/ Co...
TT2G13B	Background/ Prepared for elements in teaching/ Pe...
TT2G13C	Background/ Prepared for elements in teaching/ Cl...
TT2G14A1	Background/ Categories included in education/ Rea...
TT2G14A2	Background/ Categories included in education/ Rea...

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code

Analysis Variables:

Name	Description
TT2G02	Background/ How old are you?

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files:

5 Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages and Means None Used plamen.mirazchiyski

A partial printout of the SPSS output is presented in Figure 4.36.

Figure 4.36. SPSS output for example teacher-level analysis for Table 2.1 (teacher mean age)

Average for TT2G02 by (IDCNTRY)										
Country ID - Numeric Code	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent (s.e.)	Percent (s.e.)	TT2G02 (Mean)	TT2G02 (s.e.)	Std.Dev.	Std.Dev. (s.e.)	Percent Missing
Australia	2053	105909	6158.58	2.7	.2	43.4	.3	11.7	.1	.3
Brazil	14277	594451	8874.19	15.3	.3	39.2	.2	9.8	.1	.1
Bulgaria	2975	26501	292.17	.7	.0	47.4	.2	9.1	.1	.0
Chile	1669	51358	1617.76	1.3	.0	41.3	.5	12.0	.2	.5
Croatia	3670	16693	256.50	.4	.0	42.6	.2	11.8	.1	.1
Cyprus	1867	3754	16.80	.1	.0	42.7	.2	9.5	.1	.0
Czech Republic	3219	37419	835.76	1.0	.0	44.2	.2	10.8	.1	.0
Denmark	1649	25125	930.28	.6	.0	45.0	.3	10.5	.2	.0
Estonia	3115	7695	261.36	.2	.0	47.9	.3	11.3	.2	.4
Finland	2739	18386	341.79	.5	.0	44.1	.2	10.0	.1	.0
France	3002	198232	2123.32	5.1	.1	42.6	.3	9.7	.1	.0
Israel	3402	33055	1061.27	.9	.0	42.1	.4	10.6	.1	.0
Italy	3337	178382	3663.58	4.6	.1	48.9	.2	8.8	.1	.0
Japan	3484	222809	3169.00	5.7	.1	41.9	.2	11.0	.1	.0

The education systems are identified in the first column. The second column reports the number of valid cases and the third and the fourth report the sum of weights of the sampled teachers and its standard error. The fifth and sixth columns

report the percentages of teachers by education system and their standard errors. The seventh and the eighth columns display the average ages of teachers per country and their standard errors. The ninth and tenth columns report the standard deviations of the averages and their standard errors and the last column presents the percentages of missing values for the analysis variable per country.

4.6.2 Analysis with teacher- and school-level variables

This example of school-level analysis will investigate the percentages of teachers in schools in different types of location (represented by the population size) and different level of teaching experience and level of education. The results of such an analysis are presented in Table 2.13 of the TALIS international report (OECD, 2014). The first part of this table is presented in Figure 4.37. After merging the teacher data for all available countries, the example will use the statistic type **Percentages only**.

Figure 4.37 Table 2.3 from the TALIS international report (OECD, 2014) for the example school-level analysis

[Part 1/3]
Distribution of teachers in urban and rural schools based on teachers' experience and education
Percentage of teachers in lower secondary education with the following characteristics working in schools located in areas with 15 000 people or fewer¹

Table 2.13

	Teachers working in schools located in areas with 15 000 people or fewer		Within schools located in areas with 15 000 people or fewer							
			Teachers with 5 years teaching experience or less		Teachers with more than 5 years teaching experience		Teachers with a highest level of education of ISCED 5B or below ^{2,3}		Teachers with a highest level of education of ISCED 5A or above ²	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	10.5	(1.9)	26.3	(3.4)	73.7	(3.4)	0.0	(0.0)	100.0	(0.0)
Brazil	35.8	(2.2)	21.1	(1.6)	78.9	(1.6)	9.7	(1.4)	90.3	(1.4)
Bulgaria	46.3	(2.6)	8.7	(1.4)	91.3	(1.4)	13.2	(1.5)	86.8	(1.5)
Chile	31.6	(4.1)	31.1	(3.5)	68.9	(3.5)	20.6	(2.5)	79.4	(2.5)
Croatia	62.9	(2.1)	25.9	(1.2)	74.1	(1.2)	18.5	(1.0)	81.5	(1.0)
Cyprus*	42.6	(0.2)	15.2	(1.5)	84.8	(1.5)	0.9	(0.3)	99.1	(0.3)
Czech Republic	54.5	(3.6)	15.3	(1.1)	84.7	(1.1)	6.4	(0.8)	93.6	(0.8)
Denmark	52.3	(4.4)	20.2	(2.0)	79.8	(2.0)	4.1	(1.0)	95.9	(1.0)
Estonia	58.9	(2.6)	10.9	(1.0)	89.1	(1.0)	13.7	(1.0)	86.3	(1.0)
Finland	41.7	(3.7)	17.5	(1.2)	82.5	(1.2)	4.4	(0.7)	95.6	(0.7)
France	55.7	(2.8)	10.1	(0.9)	89.9	(0.9)	5.0	(0.7)	95.0	(0.7)
Iceland	69.6	(0.1)	20.8	(1.5)	79.2	(1.5)	14.7	(1.2)	85.3	(1.2)
Israel	29.9	(3.1)	20.4	(2.6)	79.6	(2.6)	3.0	(0.6)	97.0	(0.6)
Italy	44.6	(3.0)	8.9	(1.0)	91.1	(1.0)	19.5	(1.0)	80.5	(1.0)
Japan	7.4	(1.4)	20.7	(3.8)	79.3	(3.8)	6.8	(1.8)	93.2	(1.8)
Korea	17.9	(2.4)	21.1	(3.4)	78.9	(3.4)	0.3	(0.3)	99.7	(0.3)
Latvia	59.7	(1.7)	5.7	(0.9)	94.3	(0.9)	3.5	(0.6)	96.5	(0.6)
Malaysia	47.8	(4.2)	21.1	(1.7)	78.9	(1.7)	9.5	(1.1)	90.5	(1.1)
Mexico	29.3	(3.3)	20.0	(1.4)	80.0	(1.4)	9.8	(1.3)	90.2	(1.3)
Netherlands	8.5	(3.1)	19.3	(3.8)	80.7	(3.8)	5.9	(1.9)	94.1	(1.9)
Norway	58.2	(4.3)	25.0	(2.8)	75.0	(2.8)	2.9	(0.9)	97.1	(0.9)
Poland	54.4	(2.4)	8.6	(0.8)	91.4	(0.8)	0.1	(0.1)	99.9	(0.1)
Portugal	55.9	(3.6)	2.0	(0.4)	98.0	(0.4)	3.2	(0.4)	96.8	(0.4)
Romania	62.0	(2.2)	21.8	(1.3)	78.2	(1.3)	7.5	(0.9)	92.5	(0.9)
Serbia	48.1	(3.1)	23.3	(1.7)	76.7	(1.7)	19.4	(1.5)	80.6	(1.5)
Singapore	a	a	a	a	a	a	a	a	a	a
Slovak Republic	57.7	(2.9)	18.1	(1.2)	81.9	(1.2)	2.3	(0.5)	97.7	(0.5)
Spain	33.2	(2.8)	11.5	(1.5)	88.5	(1.5)	4.4	(0.6)	95.6	(0.6)
Sweden	34.0	(3.8)	10.5	(1.0)	89.5	(1.0)	12.4	(1.5)	87.6	(1.5)
Sub-national entities										
Abu Dhabi (United Arab Emirates)	25.5	(4.0)	12.6	(2.0)	87.4	(2.0)	6.1	(1.4)	93.9	(1.4)
Alberta (Canada)	40.3	(2.7)	27.7	(2.5)	72.3	(2.5)	1.3	(0.7)	98.7	(0.7)
England (United Kingdom)	24.4	(3.8)	24.5	(2.9)	75.5	(2.9)	4.3	(0.9)	95.7	(0.9)
Flanders (Belgium)	41.4	(4.5)	18.6	(1.4)	81.4	(1.4)	90.1	(0.9)	9.9	(0.9)
Average	42.0	(0.5)	17.6	(0.4)	82.4	(0.4)	10.1	(0.2)	89.9	(0.2)
United States	43.7	(6.0)	20.7	(2.5)	79.3	(2.5)	0.5	(0.5)	99.5	(0.5)


1. Cells with data representing less than 5% of the cases are shaded in grey and should be interpreted with caution. These results are not highlighted in the text of the report.

2. Education categories are based on the International Standard Classification of Education (ISCED 1997). ISCED level 5A programmes are generally longer and more theory-based, while 5B programmes are typically shorter and more practical and skills oriented. No distinction was made between ISCED level 5A (Bachelor) and ISCED level 5A (Master).

3. Includes Bachelor's degrees in some countries.

*See notes at the beginning of this Annex.

Source: OECD, TALIS 2013 Database.

StatLink  <http://dx.doi.org/xx.xx/xx/xxxxxxxxxxxx>

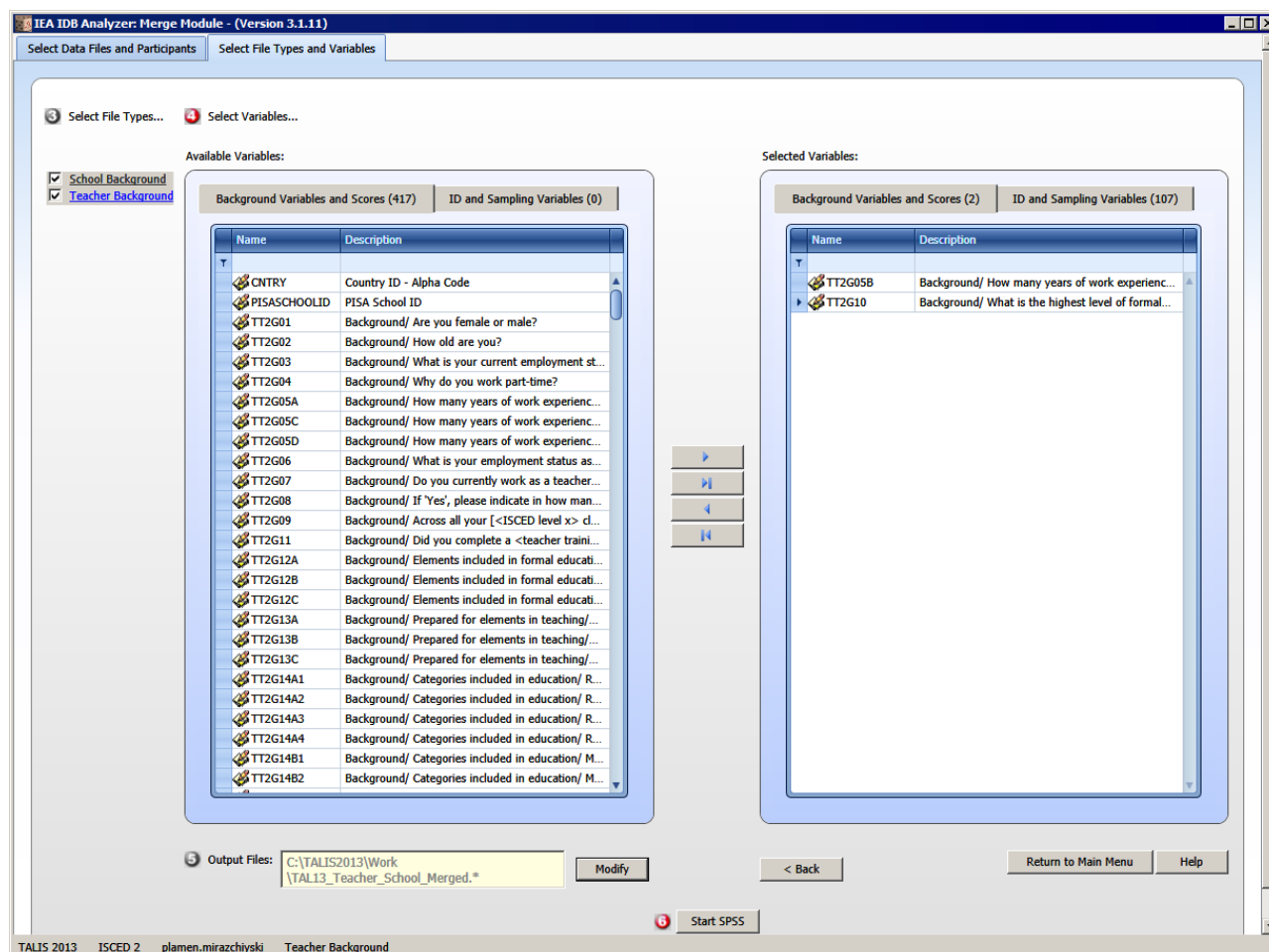
As with the previous analysis, the first step is to identify the variables relevant to the analysis in the appropriate files and review the documentation for transformation of the data from different questions of interest (Appendix A4). These variables are the school location (TC2G09, School Questionnaire, Q9, p. 6), years of teaching experience of the teachers (TT2G05B, Teacher Questionnaire, Q5, p. 3) and highest level of education of teachers (TT2G10, Teacher Questionnaire, Q10, p. 4). Since the example uses teacher- and school-level variables, the analyst needs to merge both together for all countries in the database.

Since we want to investigate the percentage of teachers whose principal reports the different actions taken, we need to combine data from both school and teacher files. We will use a school-level variable “disaggregated” to the teacher level as a grouping variable. Consequently the weight variable that will be used is the teacher weight (TCHWGT). As was stated earlier, in such cases the interpretation of the results should be as “Percentage of teachers in schools with characteristic X” without making any direct inferences for the schools themselves.

The merge module of the IEA IDB Analyzer will combine data from the school and teacher data files of all countries available in the international database following the steps below. Only the background variables of interest will be selected and included in the merged file. The teacher and school principal data for all countries are merged by clicking on the **Start SPSS** button and running the syntax file from SPSS choosing the **All** option SPSS from the **Run** menu in SPSS. There are no data for Iceland in the database, although the results are available in the international report. The United States is included in the database, but is included below the international average in all tables of the international report (see the Attention Points in Sections 1.2.4 and 2.3). The international average is computed as a simple average from all countries included in the analysis. The standard errors of these averages are obtained by taking the square root of the sum of the squares of the individual education systems’ BRR standard errors, divided by the number of education systems. Since the United States is included below the international average, the one the analysts will obtain from their analyses will not match the one in the international report (see the Attention Points in Sections 1.2.4 and 2.3).

Figure 4.38 shows the set-up screen of the IEA IDB Analyzer Merge Module where **School Background** and **Teacher Background** have been selected as the file types. In this example the merged file will be saved to a file called “TAL013_Teacher_School.sav”. The identification and weighting variables are automatically selected by the IEA IDB Analyzer.

Figure 4.38 Merge module for example teacher- and school-level analysis



The ranges in the tables differ from the ones in the original variables, so for this analysis there is a need to recode data. The original school location variable (TC2G09) has six categories. The data reported in Table 2.13 uses only three, as categories 1 to 3 are collapsed (Up to 15,000 people), category 4 remains the same (From 15,000 to up to 100,000 people) and categories 5 and 6 are collapsed (More than 100,000 people). The original teachers' years of work experience variable (TT2G05B) is a continuous variable and in Table 2.13 is reported in ranges (up to five and more than five). The original highest level of formal education variable (TT2G10) has four categories and needs to be recoded by collapsing the first two and the last two so that there are only two educational levels (ISCED 5b or below and ISCED 5a or above). The following syntax does all necessary recodings:

```
GET FILE = "C:\TALIS2013\Work\TAL13_Teacher_School_Merged.sav".

RECODE TC2G09 (MISSING = SYSMIS) (1 THRU 3 = 1) (4 = 2)
(5 THRU 6 = 3) INTO TC2G09rec.
VARIABLE LABELS TC2G09rec "Recoded TC2G09 - School Background/ Which best describes this school's
location?".
VALUE LABELS TC2G09rec
"1" "Up to 15,000 people"
"2" "From 15,000 to up to 100,000 people"
"3" "More than 100,000 people".

RECODE TT2G05B (MISSING = SYSMIS) (LOWEST THRU 5 = 1)
(6 THRU HIGHEST = 2) INTO TT2G05Brec.
VARIABLE LABELS TT2G05Brec " Recoded TT2G05B - Background/ How many years of work experience do you
have?/ Year(s) working as a teacher in total".
VALUE LABELS TT2G05Brec
"1" "Teachers with 5 years of teaching experience or less"
"2" "Teachers with more than 5 years of teaching experience".

RECODE TT2G10 (MISSING = SYSMIS) (1 THRU 2 = 1)
(3 THRU 4 = 2) INTO TT2G10rec.
VARIABLE LABELS TT2G10rec "Recoded TT2G10 - Background/ What is the highest level of formal education you
have completed?".
VALUE LABELS TT2G10rec
"1" "ISCED 5b or below"
"2" "ISCED 5a or above".

EXECUTE.

SAVE OUTFILE = "C:\TALIS2013\Work\TAL13_Teacher_School_Merged.sav".
```

Conducting the analyses with the IEA IDB Analyzer analysis module is the next steps.

First, the percentages of teachers working in schools located in different types of area have to be computed. This will reproduce the second, seventh and twelfth, columns of the table. Figure 4.39 shows the setup for this analysis. The statistic type is **Percentages only**, the first grouping variable is IDCNTRY (selected by default). The analyst has to add the recoded school location variable, as supplied by the school principal (TC2G09rec). The **Weight Variable**, TCHWGT is selected by the IEA IDB Analyzer automatically because the data file contains merged teacher- and school-level data. A partial printout of the output is displayed in Figure 4.40. The analyst has to change the number of decimals to 1 in order to match the output with the table from the international report.

Figure 4.39. Analysis module for teacher- and school-level analysis (school location)

Figure 4.40. SPSS output for example teacher- and school-level analysis (school location)

Percentages by (IDCNTYR TC2G09REC)						
Country ID - Numeric Code	Recoded TC2G09 - School Background/ Which best describes this school's location?	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Australia	Up to 15,000 people	161	10312	1756.63	10.5	1.9
	From 15,000 to up to 100,000 people	310	17647	5188.70	18.0	4.8
	More than 100,000 people	1406	70247	5812.36	71.5	4.7
Brazil	Up to 15,000 people	4797	209704	13014.10	35.8	2.2
	From 15,000 to up to 100,000 people	3719	154298	13357.82	26.4	2.3
	More than 100,000 people	5403	221487	14819.01	37.8	2.4
Bulgaria	Up to 15,000 people	1078	12275	698.45	46.3	2.6
	From 15,000 to up to 100,000 people	912	7062	757.87	26.6	2.9
	More than 100,000 people	985	7164	662.05	27.0	2.5
Chile	Up to 15,000 people	381	13543	1920.39	31.6	4.1
	From 15,000 to up to 100,000 people	311	9282	1269.03	21.6	2.8
	More than 100,000 people	685	20065	1980.30	46.8	4.2
Croatia	Up to 15,000 people	2109	10262	421.94	62.9	2.1
	From 15,000 to up to 100,000 people	708	2867	269.65	17.6	1.7
	More than 100,000 people	787	3192	207.81	19.6	1.3

The first two columns in the SPSS output show the categories of the grouping variables by country, together with the different school locations. The third, fourth and fifth columns show the number of cases in the sample, the population estimates and their standard errors. The last two columns show the estimated percentages of teachers per groups defined

by the grouping variables – IDCNTRY and TC2G09rec. These percentages match the numbers in the second, seventh and twelfth columns in Table 2.13 from the international report.

Figure 4.41 shows how the set-up screen of the Analysis Module looks when performing this analysis. Statistic type **Percentages and Means** is selected. Under **Grouping Variables**, IDCNTRY is selected by the IEA IDB Analyzer by default. The analyst has to add the recoded variables for school location, supplied by the school principal, and the recoded years of experience, supplied by the teachers (TC2G09rec and TT2G05Brec). TCHWGT is automatically selected as the **Weight Variable** since this analysis uses merged teacher- and school-level data. Partial SPSS output resulting from this set-up is shown in Figure 4.42.

Figure 4.41 Analysis module for teacher- and school-level analysis (school location and experience)

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_Teacher_School_Merged.sav Select

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Percentages only Number of Decimals: 1 Show Graphs

3 Select Variables:

Name	Description
TT2G05B	Background/ How many years of work expe...
TT2G10	Background/ What is the highest level of for...
TC2G09	School Background/ Which best describes t...
TT2G10rec	Recoded TT2G10 - Background/ What is the...
IDSCHOOL	School ID
IDTEACH	Scrambled Teacher ID
IDCNTRYR	Country ID - Order for International Report
IDCNTPOP	Country Alpha Code and ISCED Level
IDLANG	Language ID

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTRY	Country ID - Numeric Code
TC2G09rec	Recoded TC2G09 - School Backgr...
TT2G05Brec	Recoded TT2G05B - Background/...

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Table_2_13_Location_and_Experience.* Modify

Start SPSS Return to Main Menu Help

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages only None Used plamen.mirazchiyski

Figure 4.42 SPSS output for example teacher- and school-level analysis (school location and experience)

Percentages by (IDCNTRY TC2G09REC TT2G05BREC)							
Country ID - Numeric Code	Recoded TC2G09 - School Background/ Which best describes this school's location?	Recoded TT2G05B - Background/ experience do you have?/ Year(s) working as a teacher in total	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Australia	Up to 15,000 people	Teachers with 5 years of teaching experience or less	44	2667	545.07	26.3	3.4
		Teachers with more than 5 years of teaching experience	113	7455	1331.56	73.7	3.4
	From 15,000 to up to 100,000 people	Teachers with 5 years of teaching experience or less	54	2792	694.70	16.1	2.9
		Teachers with more than 5 years of teaching experience	250	14584	4622.48	83.9	2.9
Brazil	Up to 15,000 people	Teachers with 5 years of teaching experience or less	258	12812	1340.48	18.8	1.3
		Teachers with more than 5 years of teaching experience	1116	55342	4483.55	81.2	1.3
	From 15,000 to up to 100,000 people	Teachers with 5 years of teaching experience or less	787	34848	3628.02	21.1	1.6
		Teachers with more than 5 years of teaching experience	3091	130462	9034.38	78.9	1.6
Bulgaria	Up to 15,000 people	Teachers with 5 years of teaching experience or less	569	26179	3110.62	20.3	1.7
		Teachers with more than 5 years of teaching experience	2559	102793	9297.48	79.7	1.7
	From 15,000 to up to 100,000 people	Teachers with 5 years of teaching experience or less	814	38972	4392.81	20.7	1.7
		Teachers with more than 5 years of teaching experience	3848	149540	9396.85	79.3	1.7
Bulgaria	Up to 15,000 people	Teachers with 5 years of teaching experience or less	69	886	146.49	8.7	1.4
		Teachers with more than 5 years of teaching experience	817	9249	563.13	91.3	1.4
	From 15,000 to up to 100,000 people	Teachers with 5 years of teaching experience or less	54	406	70.25	6.5	1.1
		Teachers with more than 5 years of teaching experience	745	5805	649.64	93.5	1.1
Bulgaria	More than 100,000 people	Teachers with 5 years of teaching experience or less	57	446	87.33	7.0	1.3
		Teachers with more than 5 years of teaching experience	821	5884	549.24	93.0	1.3

This time the output has more columns due to introducing one more grouping variable. However, the structure of the output remains the same. The percentages and their standard errors match the numbers in the columns of Table 2.13 where teachers with five or less years of experience and more than five years of experience are listed for each size of the area where the school is located.

The last thing to do, in order to replicate Table 2.13 from the TALIS 2013 international report, is to compute the percentages of teachers with highest educational attainment up to ISCED level 5b and those with 5a and above. The settings of the IEA IDB Analyzer are shown in Figure 4.43. The statistic type is **Percentages and Means**. The grouping variables are IDCNTRY (education system identification), the recoded school location (TC2G09rec) and the recoded highest level of education of teachers (TT2G10rec). The IEA IDB Analyzer settings for this analysis are shown in Figure 4.43. Partial output from this set-up is displayed in Figure 4.44.

Figure 4.43. Analysis module for teacher- and school-level analysis (school location and education)

IEA IDB Analyzer: Analysis Module - (Version 3.1.11)

1 Analysis File: C:\TALIS2013\Work\TAL13_Teacher_School_Merged.sav [Select]

2 Analysis Type: TALIS 2013 Single Level/Population (Using Teacher Weights) Statistic Type: Percentages only Number of Decimals: 1 [Show Graphs]

3 Select Variables:

Name	Description
TT2G05B	Background/ How many years of work experien...
TT2G10	Background/ What is the highest level of formal...
TC2G09	School Background/ Which best describes this s...
TT2G05Brec	Recoded TT2G05B - Background/ How many ye...
IDSCHOOL	School ID
IDTEACH	Scrambled Teacher ID
IDCNTYR	Country ID - Order for International Report
IDCNTPOP	Country Alpha Code and ISCED Level
IDLANG	Language ID

Grouping Variables: ☒ Exclude Missing From Analysis

Name	Description
IDCNTYR	Country ID - Numeric Code
TC2G09rec	Recoded TC2G09 - School Backgroun...
TT2G10rec	Recoded TT2G10 - Background/ What...

Weight Variable:

Name	Description
TCHWGT	Teacher Final Weight

4 Output Files: C:\TALIS2013\Work\Table_2_13_Location_and_Education.* [Modify]

[Return to Main Menu] [Help]

5 Start SPSS

TALIS 2013 Single Level/Population (Using Teacher Weights) Percentages only None Used plamen.mirazchiyski

The percentages and their standard errors match the numbers in the columns of Table 2.13 where teachers with education up to ISCED 5a and above are listed by school location.

Figure 4.44. SPSS output for example teacher- and school-level analysis (school location and education)

Percentages by (IDCNTYR TC2G09REC TT2G10REC)							
Country ID - Numeric Code	Recoded TC2G09 - School Background/ Which best describes this school's location?	Recoded TT2G10 - Background/ What is the highest level of formal education you have completed?	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Australia	Up to 15,000 people	ISCED 5a or above	158	10127	1723.03	100.0	.0
	From 15,000 to up to 100,000 people	ISCED 5a or above	308	17530	5172.15	100.0	.0
	More than 100,000 people	ISCED 5b or below	4	141	68.04	.2	.1
		ISCED 5a or above	1394	69630	5767.87	99.8	.1
Brazil	Up to 15,000 people	ISCED 5b or below	372	19000	2782.31	9.7	1.4
		ISCED 5a or above	4096	176031	12067.18	90.3	1.4
	From 15,000 to up to 100,000 people	ISCED 5b or below	147	8274	1668.36	5.8	1.0
		ISCED 5a or above	3288	134845	11654.52	94.2	1.0
Bulgaria	Up to 15,000 people	ISCED 5b or below	122	1611	188.30	13.2	1.5
		ISCED 5a or above	947	10598	659.43	86.8	1.5
	From 15,000 to up to 100,000 people	ISCED 5b or below	55	472	87.88	6.7	1.2
		ISCED 5a or above	851	6542	722.14	93.3	1.2

5 Comparing estimates with appropriate standard errors

Jean Dumais

5.1 Overview

When comparing estimates, the comparison must be scaled using the appropriate estimates of sampling error. This is the case for comparing two characteristics or two subpopulations within a country, comparing across two countries, or comparing a country value to the average of a number of country values.

Where it is appropriate, the statistics in the TALIS 2013 report (OECD, 2014) meet standard tests of statistical significance, conducted at the nominal $\alpha = 5\%$ level.

5.2 Comparing estimates within a country

The standard error for the difference of two estimates on the same metric from one country, say t_1 and t_2 , is given by:

$$\begin{aligned} se(t_1 - t_2) &= \sqrt{\hat{V}_{FAY}(t_1) + \hat{V}_{FAY}(t_2) - 2C\hat{ov}_{FAY}(t_1, t_2)} \\ &= \sqrt{\hat{V}_{FAY}(u)} \end{aligned}$$

where $u = t_1 - t_2$ is the difference between the two characteristics of interest (e.g., hours paid and hours worked) measured within each participating school, V_{Fay} and Cov_{Fay} are respectively the variance and covariance under Fay's variant of BRR (see Chapter 9 of the Technical Report and section 3.3.3 of this Guide).

Comparing subpopulations within a country should be done with a regression on a dummy variable as illustrated by the following example: suppose that the difference among male and female teachers for some characteristic (e.g. TQ18: hours worked on activities other than teaching per week) is of interest. One can set a dummy variable $Gender = 0$ if the teacher is male, $Gender = 1$ if the teacher is female. Then, a regression model can be written as: $Score = a_0 + a_1 Gender$. Clearly, if $Gender = 0$, then $Score_{male} = a_0$; likewise, setting $Gender = 1$, one obtains $Score_{female} = a_0 + a_1$. Design-based estimation of the regression parameters a_0 and a_1 can be done using appropriate software, for example the IDB Analyzer, or WesVar. If the test of significance on a_1 cannot reject the null hypothesis $H_0: a_1 = 0$, then one must conclude that scores for male and female teachers are not significantly different.

5.3 Comparing a country estimate and an average for multiple countries

If an individual country contributed to the computation of an average such as the "Average" reported in the initial results of the survey (OECD, 2014), the score for that country and the average are correlated. Therefore, the computation of the standard error for the difference of an estimate for this given country, say t_c , and the average \bar{t} of the participating country estimates (or an average based on another set of countries) has to take this correlation into account.

5.3.1 Computing the standard error for the average of a number of country results

First, the average above referred to as \bar{t} for a simple statistic is defined as the simple average of the estimates for each country:

$$\bar{t} = \frac{\sum_{k=1}^N t_k}{N}$$

where N is the number of countries contributing to the average \bar{t} .

Because the country samples are statistically independent, the standard error $se(\bar{t})$ of this average \bar{t} is the square root of the sum of the squared standard errors (i.e. the sum of the sampling variances) divided by the squared number of countries:

$$se(\bar{t}) = \sqrt{\frac{\sum_{k=1}^N se(t_k)^2}{N^2}} = \sqrt{\frac{\sum_{k=1}^N \hat{V}_{Fay}(t_k)}{N^2}} = \frac{1}{N} \sqrt{\sum_{k=1}^N \hat{V}_{Fay}(t_k)}.$$

where N is the number of countries contributing to the average \bar{t} .

These two formulae, for \bar{t} and $se(\bar{t})$, were used in the publication of the initial results to compute the “Average” and its associated standard error. The computational method is equivalent to the computation of the arithmetic “OECD Average” and its associated standard error in PISA (compare Chapter 12 in OECD, 2009b).

As for TALIS 2008, TALIS 2013 did not use the equivalent of an “OECD Total” given the fact that the countries participating in TALIS did not form an entity in themselves which would allow for a meaningful statistical interpretation of a “total”, in contrast to a group such as the OECD member countries.

Attention Point

The formulae for computing the “Average” are given above for information only. Since the public-use database does not include data for Iceland, an average consistent with that stated in the initial report cannot be computed by secondary analysts unless users are in possession of the data files from Iceland (depending on the level of analysis attempted). The files may be obtained directly from the country.

5.3.2 Computing the standard error for the difference from the global average

The difference between the estimate for country c and the average can be derived by simple subtraction. The standard error for the difference between the country estimate and this international or global average \bar{t} is given by:

$$se(t_c - \bar{t}) = \sqrt{\frac{[(N-1)^2 - 1] \hat{V}_{FAY}(t_c) + \sum_{k=1}^N \hat{V}_{FAY}(t_k)}{N^2}}.$$

The test statistic, say z , for the difference can then be derived following the usual rules of statistical hypothesis testing (see section 3.3.4, for example) and checked against the tabulated critical value for the preferred confidence level (say, $\alpha = 5\%$ and $z_{1-\alpha/2} = 1.96$):

$$z = \frac{t_c - \bar{t}}{se(t_c - \bar{t})}$$

5.4 Comparing estimates for two or more countries

5.4.1 Comparing estimates for two countries

The standard error for the difference of the estimates for two countries, say t_c and t_d , is simply given by the square-root of the summed squared errors computed for each country using BRR:

$$se(t_c - t_d) = \sqrt{\hat{V}_{FAY}(t_c) + \hat{V}_{FAY}(t_d)} = \sqrt{se(t_c)^2 + se(t_d)^2}.$$

The test statistic, say z , for the difference of two country estimates can then be derived and used in a similar manner with:

$$z = \frac{t_c - t_d}{se(t_c - t_d)}.$$

5.4.2 Comparing estimates for more than two countries

Comparing more than two countries is usually done using regression-type models and tests. The principles laid out in section 4.5.5 can be applied, using dummy variables for country indicators (independent variables). To compare three countries, the model could take the form:

$$Score = A + B + C + \text{error}$$

where A , B and C are dummy indicators (note that there is no intercept in this model); if the model is rejected (i.e. a significant difference is observed), the tests indicates that (at least) one of the country means is different from the others – they could all be different.

An alternative model, using an intercept, would be:

$$Score = \beta_0 + B + C + \text{error}$$

where B and C are dummy indicators both set to 0 for country A ; then country A becomes the reference and the tests tell whether each of B and C are different from A ; however, it sheds no light on how B compares to C . For example, one could have B slightly less than A , C slightly more than A , but B and C far enough from one another to test as “different”, but this model would not detect it.

5.4.3 Limitations on the direct comparison of indices between countries

Besides factual questions, TALIS 2013 measures teachers’ and school principals’ self-reported beliefs, attitudes and practices across a range of topics in 33 countries. These beliefs, attitudes, and practices are influenced by individual characteristics, but also by the cultural background and the school system context. Furthermore, cultural factors affect the interpretation of questions and the ways in which responses are given by teachers and principals.

These influences may produce differences in levels of endorsement or frequency in survey responses, but they may also affect the index structure used to compile responses and thus limit the comparability of the resulting scores. TALIS uses items from indices that are well-established in national and, where possible, cross-national research. When developing the questionnaire, care was taken to ensure first, that items were compatible with the culture and school system of each TALIS country, and also that the indices received high-quality translation and verification. Furthermore, the cross-cultural comparability – or “invariance” – of the indices measuring beliefs, attitudes and practices in Chapters 3, 4, 6 and 7 (OECD, 2014) was tested by means of confirmatory factor analysis (CFA).

Multi-group CFA (MGCFA) was used to test for cross-cultural invariance of the indices. An index with consistently different results to irrelevant condition is said to have different measurement properties and may show measurement bias (i.e. systematic inaccuracy in the observed variables). By the means of MGCFA three levels of invariance were tested for: configural, metric and scalar.

- **Configural invariance** is established when the same items are associated with the same underlying factors in all participating countries. This implies an acceptable fit of confirmatory factor analysis models using the same factor structure for all countries.
- **Metric invariance** is achieved when the strength of the associations between each of the items and the underlying factor is also equivalent across countries.
- **Scalar invariance** is the most rigorous form. It implies that cross-country differences in the means of the observed items are a result of differences in the means of their corresponding factors. At least partial scalar invariance is needed to make meaningful comparisons of mean scores across countries.

Attention Point

Construct comparability and cross-country measurement invariance were not naively assumed in TALIS 2008 and TALIS 2013. In the extensive analysis of cross-cultural validity of the indices computed from the school and teacher-level questionnaire responses, configural invariance as well as metric invariance was generally established, but scalar invariance was not. Country means on the indices concerned may therefore not be directly comparable. Please refer to Chapter 10 in the Technical Report (OECD, 2014a) for details.

The analysis in the initial report of TALIS 2013 results (OECD, 2014) focused on patterns of cross-cultural difference and refrained from making direct country-by-country comparisons of indices. A similarly careful approach is advisable for any secondary analysis.

6 References

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7 Appendices

7.1 Appendix A1 – Principal questionnaire



[Placeholder for identification label]
(105 x 35 mm)

Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2013

Principal Questionnaire

[<ISCED level x> or PISA schools]

Main Study Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands

IEA Data Processing and Research Center (IEA DPC), Germany

Statistics Canada, Canada

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and [Name of country], along with more than 30 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other workplace issues such as school leadership and school climate.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. {Participation in this survey is voluntary and any individual may withdraw at any time.}

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 30 to 45 minutes to complete.
- <When questions refer to 'this school' we mean by 'school': national school definition.>
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].
- 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: [National centre contact information, phone number and preferably e-mail address]

Thank you very much for your participation!

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These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male?

- TC2G01 ☐₁ Female
☐₂ Male

2. How old are you?

- TC2G02 *Please write a number.*
 Years

3. What is the highest level of formal education you have completed?

- TC2G03 *Please mark one choice.*
☐₁ <Below ISCED Level 5>
☐₂ <ISCED Level 5B>
☐₃ <ISCED Level 5A>
☐₄ <ISCED Level 6>

4. How many years of work experience do you have?

*Please write a number in each row. Write 0 (zero) if none.
 Count part of a year as 1 year.*

- TC2G04A a) Year(s) working as a principal at this school
 TC2G04B b) Year(s) working as a principal in total
 TC2G04C c) Year(s) working in other school management roles (do not include years working as a principal)
 TC2G04D d) Year(s) working as a teacher in total (include any years of teaching)
 TC2G04E e) Year(s) working in other jobs

5. What is your current employment status as a principal?

Please mark one choice.

TC2G05

- ☐₁ Full-time (90% or more of full-time hours) without teaching obligation
- ☐₂ Full-time (90% or more of full-time hours) with teaching obligation
- ☐₃ Part-time (less than 90% of full-time hours) without teaching obligation
- ☐₄ Part-time (less than 90% of full-time hours) with teaching obligation

6. Did the formal education you completed include the following and, if yes, was this before or after you took up a position as principal?

Please mark one choice in each row.

TC2G06A

a) School administration or principal training programme or course ☐₁ Before ☐₂ After ☐₃ Before and after ☐₄ Never

TC2G06B

b) Teacher training/education programme or course ☐₁ Before ☐₂ After ☐₃ Before and after ☐₄ Never

TC2G06C

c) Instructional leadership training or course ☐₁ Before ☐₂ After ☐₃ Before and after ☐₄ Never

7. During the last **12 months**, did you participate in any of the following professional development activities aimed at you as a principal, and if yes, for how many days?

Professional development is defined as activities that aim to develop an individual's professional skills and knowledge.

Please indicate 'Yes' or 'No' in part (A) for each of the activities listed below. If 'Yes' in part (A), please specify the number of days spent on the activity in part (B).

Please sum up activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings or other off work hours.

TC2G07A1-A2

a) In a professional network, mentoring or research activity ☐₁ Yes ☐₂ No

TC2G07B1-B2

b) In courses, conferences or observational visits ☐₁ Yes ☐₂ No

TC2G07C1-C2

c) Other ☐₁ Yes ☐₂ No

8. How strongly do you agree or disagree that the following present barriers to your participation in professional development?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G08A	a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08B	b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08C	c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08D	d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08E	e) I do not have time because of family responsibilities. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08F	f) There is no relevant professional development offered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G08G	g) There are no incentives for participating in such activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

9. Which best describes this school's location?

Please mark one choice.

- TC2G09
- ☐₁ [Hamlet or rural area] (1,000 people or fewer)
- ☐₂ [Village] (1,001 to 3,000 people)
- ☐₃ [Small town] (3,001 to 15,000 people)
- ☐₄ [Town] (15,001 to 100,000 people)
- ☐₅ [City] (100,001 to 1,000,000 people)
- ☐₆ [Large city] (more than 1,000,000 people)

10. Is this school publicly- or privately-managed?

Please mark one choice.

- TC2G10
- ☐₁ Publicly-managed
This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.
- ☐₂ Privately-managed
This is a school managed by a non-government organisation; e.g. a {church,} trade union, business or other private institution.

11. Thinking about the funding of this school in a typical year, which of the following applies?

Please mark one choice in each row.

- | | | Yes | No |
|---------|--|---------------------------------------|---------------------------------------|
| TC2G11A | a) 50% or more of the school's funding comes from the <government>.
<i>Includes departments, municipal, local, regional, state and national</i> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TC2G11B | b) Teaching personnel are funded by the <government>.
<i>Includes departments, municipal, local, regional, state and national</i> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

12. For each type of position listed below, please indicate the number of staff (head count) currently working in this school.

Staff may fall into multiple categories.

Please write a number in each row. Write 0 (zero) if there are none.

- | | |
|---------|---|
| TC2G12A | a) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Teachers, irrespective of the grades/ages they teach
<i>Those whose main professional activity at this school is the provision of instruction to students</i> |
| TC2G12B | b) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Personnel for pedagogical support, irrespective of the grades/ages they support
<i>Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists {and nurses}</i> |
| TC2G12C | c) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> School administrative personnel
<i>Including receptionists, secretaries, and administration assistants</i> |
| TC2G12D | d) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> School management personnel
<i>Including principals, assistant principals, and other management staff whose main activity is management</i> |
| TC2G12E | e) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Other staff |

13. Are the following <ISCED levels> and/or programmes taught in this school and, if yes, are there other schools in your location that compete for students at that level and/or programme?

Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programmes listed below.

If 'Yes' in part (A), please indicate in part (B) the number of other schools in this location that compete for your students.

		(A) Level/programme taught		(B) Competition		
		Yes	No	Two or more other schools	One other school	No other schools
TC2G13A1-A2	a) <ISCED Level 0>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13B1-B2	b) <ISCED Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13C1-C2	c) <ISCED Level 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13D1-D2	d) <ISCED Level 3> general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
TC2G13E1-E2	e) <ISCED Level 3> vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

14. What is the current school enrolment, i.e. the number of students of all grades/ages in this school?

TC2G14

Please write a number.

Students

15. Please estimate the broad percentage of [<ISCED level x> or 15-year-old] students in this school who have the following characteristics.

<Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>

<'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>

Students may fall into multiple categories. Please mark one choice in each row.

		None	1% to 10%	11% to 30%	31% to 60%	More than 60%
TC2G15A	a) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these languages(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G15B	b) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G15C	c) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

School Leadership

16. Do you have a school management team?

'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.

Please mark one choice.

TC2G16

☐₁ Yes

☐₂ No → Please go to Question [18].

17. Are the following currently represented on your school management team?

Please mark one choice in each row.

		Yes	No
TC2G17A	a) You, as principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17B	b) [Vice/deputy principal or assistant principal]	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17C	c) Financial manager	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17D	d) Department heads	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17E	e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17F	f) Representative(s) from school <governing boards>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17G	g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17H	h) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G17I	i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

18. Regarding this school, who has a significant responsibility for the following tasks?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

		You, as principal	Other members of the school management team	Teachers (not as a part of the school management team)	School <governing board>	<Local, municipality /regional, state, or national/federal> authority
TC2G18A1-A5	a) Appointing or hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18B1-B5	b) Dismissing or suspending teachers from employment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18C1-C5	c) Establishing teachers' starting salaries, including setting payscales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18D1-D5	d) Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18E1-E5	e) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18F1-F5	f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18G1-G5	g) Establishing student assessment policies, including <national/regional> assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18H1-H5	h) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18I1-I5	i) Choosing which learning materials are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18J1-J5	j) Determining course content, including <national/regional> curricula	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G18K1-K5	k) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

19. On average throughout the school year, what percentage of time in your role as a principal do you spend on the following tasks in this school?

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

TC2G19A	a)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	Administrative and leadership tasks and meetings <i>Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, regional, state, or national education officials</i>
TC2G19B	b)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development</i>
TC2G19C	c)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	Student interactions <i>Including counselling and conversations outside structured learning activities, discipline</i>
TC2G19D	d)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	Parent or guardian interactions <i>Including formal and informal interactions</i>
TC2G19E	e)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	Interactions with local and regional community, business and industry
TC2G19F	f)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	Other
		<hr/>		
		100	%	Total

20. Please indicate if you engaged in the following in this school during the last 12 months.

If you have not been a principal in this school for 12 months, please indicate if you engaged in the following since you started working as a principal in this school.

Please mark one choice in each row.

		Yes	No
TC2G20A	a) I used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G20B	b) I worked on a professional development plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

21. Please indicate how frequently you engaged in the following in this school during the last 12 months.

Please mark one choice in each row.

		Never or rarely	Sometimes	Often	Very often
TC2G21A	a) I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21B	b) I observed instruction in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21C	c) I took actions to support co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21D	d) I took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21E	e) I took actions to ensure that teachers feel responsible for their students' learning outcomes. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21F	f) I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21G	g) I checked for mistakes and errors in school administrative procedures and reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21H	h) I resolved problems with the lesson timetable in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G21I	i) I collaborated with principals from other schools. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. How strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G22A	a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22B	b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22C	c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22D	d) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G22E	e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. Do you have a school <governing board>?

Please mark one choice.

TC2G23

☐₁ Yes

☐₂ No → Please go to Question [25].

24. Are the following currently represented on this school's <governing board>?

Please mark one choice in each row.

Yes

No

TC2G24A

a) Representatives of a <local, municipality/regional, state, or national/federal> authority

☐₁

☐₂

TC2G24B

b) Members of the school management team

☐₁

☐₂

TC2G24C

c) School administrative personnel

☐₁

☐₂

TC2G24D

d) Teachers

☐₁

☐₂

TC2G24E

e) Parents or guardians

☐₁

☐₂

TC2G24F

f) Students

☐₁

☐₂

TC2G24G

g) Trade unions

☐₁

☐₂

TC2G24H

h) Representatives of business {labour market institutions, a church,} or other private institutions

☐₁

☐₂

TC2G24I

i) Others

☐₁

☐₂

25. During this school year, does this school provide any of the following to parents or guardians?

Please mark one choice in each row.

Yes

No

TC2G25A

a) Workshops or courses for parents or guardians

☐₁

☐₂

TC2G25B

b) Services to support parents' or guardians' participation, such as providing child care

☐₁

☐₂

TC2G25C

c) Support for parental association(s)

☐₁

☐₂

TC2G25D

d) Parental meeting(s)

☐₁

☐₂

26. To what extent do the following limit your effectiveness as a principal in this school?

A career-based wage system' is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.

Please mark one choice in each row.

		Not at all	Very little	To some extent	A lot
TC2G26A	a) Inadequate school budget and resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26B	b) Government regulation and policy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26C	c) Teachers' absences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26D	d) Lack of parent or guardian involvement and support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26E	e) Teachers' career-based wage system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26F	f) Lack of opportunities and support for my own professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26G	g) Lack of opportunities and support for teachers' professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26H	h) High workload and level of responsibilities in my job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G26I	i) Lack of shared leadership with other school staff members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Formal Appraisal

In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).

27. On average, how often is each teacher formally appraised in this school by the following people?

Please mark one choice in each row.

If none of the response choices reflect your school's situation, please choose the one that is closest to it.

		Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
TC2G27A	a) You, as principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27B	b) Other members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27C	c) Assigned mentors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27D	d) Teachers (who are not part of the school management team)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G27E	e) External individuals or bodies (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

If you answered 'Never' to each of the above → Please go to Question [30].

28. Who performs the following tasks as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

		External individuals or bodies	You, as principal	Member(s) of school manage- ment team	Assigned mentors	Other teachers (not a part of the manage- ment team)	Not used in this school
TC2G28A1-A6	a) Direct observation of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28B1-B6	b) Student surveys about teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28C1-C6	c) Assessments of teachers' content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28D1-D6	d) Analysis of students' test scores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28E1-E6	e) Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC2G28F1-F6	f) Discussion about feedback received from parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

29. Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.

Please mark one choice in each row.

		Never	Sometimes	Most of the time	Always
TC2G29A	a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29B	b) A development or training plan is developed for each teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29C	c) If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29D	d) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29E	e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29F	f) A change in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29G	g) A change in the likelihood of a teacher's career advancement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G29H	h) Dismissal or non-renewal of contract	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

30. How strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G30A	a) The school staff share a common set of beliefs about schooling/learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30B	b) There is a high level of co-operation between the school and the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30C	c) School staff have an open discussion about difficulties.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30D	d) There is mutual respect for colleagues' ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30E	e) There is a culture of sharing success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G30F	f) The relationships between teachers and students are good.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. Is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Please mark one choice in each row.

		Not at all	Very little	To some extent	A lot
TC2G31A	a) Shortage of qualified and/or [well performing] teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31B	b) Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31C	c) Shortage of vocational teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31D	d) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31E	e) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31F	f) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31G	g) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31H	h) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G31I	i) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. In this school, how often do the following occur?

Please mark one choice in each row.

By students in this school:

		Never	Rarely	Monthly	Weekly	Daily
TC2G32A	a) Arriving late at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32B	b) Absenteeism (i.e. unjustified absences)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32C	c) Cheating	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32D	d) Vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32E	e) Intimidation or verbal abuse among students (or other forms of non-physical bullying)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32F	f) Physical injury caused by violence among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32G	g) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32H	h) Use/possession of drugs and/or alcohol	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

By teachers in this school:

		Never	Rarely	Monthly	Weekly	Daily
TC2G32I	i) Arriving late at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32J	j) Absenteeism (i.e. unjustified absences)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TC2G32K	k) Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Teacher Induction and Mentoring

The following section includes questions on induction and mentoring.

An 'induction programme' is defined as a structured range of activities at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies.

'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

33. Do new teachers at this school have access to an induction programme?

Please mark one choice in each row.

		Yes	No
TC2G33A	a) There is an induction programme for new teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G33B	b) There are <u>informal</u> induction activities for new teachers not part of an induction programme.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC2G33C	c) There is a general and/or administrative introduction to the school for new teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

If you answered 'No' to a) → Please go to Question [36].

34. Which teachers at this school are offered an induction programme?

Please mark one choice.

- TC2G34
- ☐₁ All teachers who are new to this school
- ☐₂ Only teachers new to teaching

35. What structures and activities are included in this induction programme?

Please mark as many choices as appropriate.

- TC2G35A ☐₁ Mentoring by experienced teachers
- TC2G35B ☐₁ Courses/seminars
- TC2G35C ☐₁ Scheduled meetings with principal and/or colleague teachers
- TC2G35D ☐₁ A system of peer review
- TC2G35E ☐₁ Networking/virtual communities
- TC2G35F ☐₁ Collaboration with other schools
- TC2G35G ☐₁ Team teaching (together with more experienced teachers)
- TC2G35H ☐₁ A system of diaries/journals, portfolios, etc. to facilitate learning and reflection
- TC2G35I ☐₁ None of the above

36. Do teachers at your school have access to a mentoring system?

Please mark one choice.

- TC2G36 ☐₁ Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access.
- ☐₂ Yes, all teachers who are new to this school have access.
- ☐₃ Yes, all teachers at this school have access.
- ☐₄ No, at present there is no access to a mentoring system for teachers in this school.
 → Please go to Question [38].

37. Is the mentor's main subject field(s) the same as that of the teacher being mentored?

Please mark one choice.

- TC2G37 ☐₁ Yes, most of the time
- ☐₂ Yes, sometimes
- ☐₃ No, rarely or never

38. How would you generally rate the importance of mentoring for teachers and schools?

Please mark one choice in each row.

		Not important at all	Of low importance	Of moderate importance	Of high importance
TC2G38A	a) To improve teachers' pedagogical competence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38B	b) To strengthen teachers' professional identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38C	c) To improve teachers' collaboration with colleagues .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38D	d) To support less experienced teachers in their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38E	e) To expand teachers' main subject(s) knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G38F	f) To improve students' general performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Job Satisfaction

39. Finally, we would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TC2G39A	a) The advantages of this profession clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39B	b) If I could decide again, I would still choose this job/position.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39C	c) I would like to change to another school if that were possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39D	d) I regret that I decided to become a principal.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39E	e) I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39F	f) I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39G	g) I think that the teaching profession is valued in society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39H	h) I am satisfied with my performance in this school. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC2G39I	i) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]

7.2 Appendix A2 – Teacher questionnaire



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(105 x 35 mm)

Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2013

Teacher Questionnaire

[<ISCED level x> or PISA schools]

Main Study Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands

IEA Data Processing and Research Center (IEA DPC), Germany

Statistics Canada, Canada

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and [Name of country], along with more than 30 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe us your work and opinion as accurately as possible.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. {Participation in this survey is voluntary and any individual may withdraw at any time.}

About the Questionnaire

- <When questions refer to 'this school' we mean by 'school': national school definition.>
- This questionnaire should take approximately 45 to 60 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].
- 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: [National centre contact information, phone number and preferably e-mail address]

Thank you very much for your participation!

Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male?

- TT2G01 ☐₁ Female
☐₂ Male

2. How old are you?

- TT2G02 *Please write a number.*
 Years

3. What is your current employment status as a teacher?

*Please consider your employment status for all of your current teaching jobs combined.
Please mark one choice.*

- TT2G03 ☐₁ Full-time (more than 90% of full-time hours) → **Please go to Question [5].**
☐₂ Part-time (71-90% of full-time hours)
☐₃ Part-time (50-70% of full-time hours)
☐₄ Part-time (less than 50% of full-time hours)

4. Why do you work part-time?

Please mark one choice.

- TT2G04 ☐₁ I chose to work part-time.
☐₂ There was no possibility to work full-time.

5. How many years of work experience do you have?

Please round up to whole years.

- TT2G05A a) Year(s) working as a teacher at this school
TT2G05B b) Year(s) working as a teacher in total
TT2G05C c) Year(s) working in other education roles (do not include years working as a teacher)
TT2G05D d) Year(s) working in other jobs

6. What is your employment status as a teacher at this school?

Please mark one choice.

TT2G06

- ☐₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ☐₂ Fixed-term contract for a period of more than 1 school year
- ☐₃ Fixed-term contract for a period of 1 school year or less

7. Do you currently work as a teacher of [<ISCED level x>/15-year-olds] at another school?

Please mark one choice.

TT2G07

- ☐₁ Yes
- ☐₂ No → Please go to Question [9].

8. If 'Yes' in the previous question, please indicate in how many other schools you currently [work as a <ISCED level x> teacher/teach to 15-year-old students].

Please write a number.

TT2G08

School(s)

9. Across all your [<ISCED level x> classes/classes where most students are 15 years old] at this school, how many are special needs students?

<Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>

Please mark one choice.

TT2G09

- ☐₁ None
- ☐₂ Some
- ☐₃ Most
- ☐₄ All

10. What is the highest level of formal education you have completed?

Please mark one choice.

- TT2G10 ☐₁ <Below ISCED Level 5>
 ☐₂ <ISCED Level 5B>
 ☐₃ <ISCED Level 5A>
 ☐₄ <ISCED Level 6>

11. Did you complete a <teacher education or training programme>?

Please mark one choice.

- TT2G11 ☐₁ Yes
 ☐₂ No

12. Were the following elements included in your formal education or training?

Please mark one choice in each row.

- | | | Yes, for all
subject(s) I
teach | Yes, for some
subject(s) I
teach | No |
|---------|--|---------------------------------------|--|---------------------------------------|
| TT2G12A | a) Content of the subject(s) I teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| TT2G12B | b) Pedagogy of the subject(s) I teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| TT2G12C | c) Classroom practice (practicum, internship or student
teaching) in the subject(s) I teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

13. In your teaching, to what extent do you feel prepared for the elements below?

Please mark one choice in each row.

- | | | Not at all | Somewhat | Well | Very well |
|---------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| TT2G13A | a) Content of the subject(s) I teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G13B | b) Pedagogy of the subject(s) I teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G13C | c) Classroom practice in the subject(s) I teach | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

14. Were any of the subject categories listed below included in your formal education or training?

Please mark as many choices as appropriate in each row.

Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient Greek and/or Latin

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

Interdisciplinary subject: integration of content and perspective of several traditional school subjects

		In <ISCED Level 4 or 5B >	In <ISCED Level 5A or above>	In <Subject specialisation> as part of the teacher training	At the in-service or professional development stage
TT2G14A1-A4	a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14B1-B4	b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14C1-C4	c) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14D1-D4	d) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14E1-E4	e) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14F1-F4	f) Ancient Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14G1-G4	g) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14H1-H4	h) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14I1-I4	i) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14J1-J4	j) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14K1-K4	k) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14L1-L4	l) Interdisciplinary subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14M1-M4	m) Other (please specify below)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TT2G14MT					

15. During this current school year, do you teach the subjects below to any [<ISCED Level X> / 15-year-old] students in this school?

Please mark one choice in each row.

		Yes	No
TT2G15A	a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15B	b) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15C	c) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15D	d) Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15E	e) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15F	f) Ancient Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15G	g) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15H	h) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15I	i) Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15J	j) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15K	k) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G15L	l) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

16. During your **most recent complete calendar week**, approximately how many 60-minute hours did you spend **in total** on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Also include tasks that took place during weekends, evenings or other off classroom hours.

Round to the nearest whole hour.

TT2G16 Hours

17. Of this total, how many 60-minute hours did you spend on teaching during your **most recent complete calendar week**?

Please only count actual teaching time.

Time spent on preparation, marking, etc. will be recorded in Question [18].

TT2G17 Hours

18. As a teacher of this school, during your **most recent complete calendar week**, how many 60-minute hours did you spend on the following tasks?

Also include tasks that took place during weekends, evenings or other off classroom hours. Please exclude all time spent teaching as this was recorded in the previous question.

Rough estimates are sufficient.

If you did not perform the task during the most recent complete calendar week, write 0 (zero).

- | | | | |
|---------|----|---|---|
| TT2G18A | a) | <input type="text"/> <input type="text"/> | Individual planning or preparation of lessons either at school or out of school |
| TT2G18B | b) | <input type="text"/> <input type="text"/> | Team work and dialogue with colleagues within this school |
| TT2G18C | c) | <input type="text"/> <input type="text"/> | Marking/correcting of student work |
| TT2G18D | d) | <input type="text"/> <input type="text"/> | Students counselling (including student supervision, virtual counselling, career guidance and delinquency guidance) |
| TT2G18E | e) | <input type="text"/> <input type="text"/> | Participation in school management |
| TT2G18F | f) | <input type="text"/> <input type="text"/> | General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher) |
| TT2G18G | g) | <input type="text"/> <input type="text"/> | Communication and co-operation with parents or guardians |
| TT2G18H | h) | <input type="text"/> <input type="text"/> | Engaging in extracurricular activities (e.g. sports and cultural activities after school) |
| TT2G18I | i) | <input type="text"/> <input type="text"/> | Other tasks |

Teacher Professional Development

In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken after your initial teacher training/education.

19. In your first regular employment as a teacher, did/do you take part in any induction programme?

An 'induction programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, etc.

Please mark one choice in each row.

		Yes	No
TT2G19A	a) I took/take part in an induction programme.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G19B	b) I took/take part in <u>informal</u> induction activities not part of an induction programme.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G19C	c) I took/take part in a general and/or administrative introduction to the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

20. Are you currently involved in any mentoring activities?

This question refers to mentoring by or for teachers at your school. It does not refer to students within the teacher education who are practising as teachers at school.

Please mark one choice in each row.

		Yes	No
TT2G20A	a) I presently have an assigned mentor to support me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G20B	b) I serve as an assigned mentor for one or more teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

21. I. During the last 12 months, did you participate in any of the following professional development activities, and if yes, for how many days did they last?

Please indicate 'Yes' or 'No' in part (A) for each of the activities listed below. If 'Yes' in part (A), please specify the number of days spent on the activity in part (B).

Please sum up the activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings or other off work hours.

		(A) Participation		(B) Duration in days
		Yes	No	
TT2G21A1-A2	a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/> <input type="text"/> <input type="text"/>
TT2G21B1-B2	b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/> <input type="text"/> <input type="text"/>
TT2G21C1-C2	c) Observation visits to other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/> <input type="text"/> <input type="text"/>
TT2G21D1-D2	d) Observation visits to business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/> <input type="text"/> <input type="text"/>
TT2G21E1-E2	e) In-service training courses in business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/> <input type="text"/> <input type="text"/>

II. During the last 12 months, did you participate in any of these activities?

Please indicate 'Yes' or 'No' for each of the activities listed below.

		Yes	No
TT2G21F	f) Qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G21G	g) Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G21H	h) Individual or collaborative research on a topic of interest to you professionally .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TT2G21I	i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

**If you did not participate in any professional development activities during the last 12 months
→ Please go to Question [26].**

22. Did the professional development activities you participated in during the last 12 months cover the following topics? If so, what positive impact did these have on your teaching?

For each specified alternative please indicate 'Yes' or 'No' in part (A). If 'Yes' in part (A), please estimate the impact in part (B).

		(A) Topic		(B) Positive impact			
		Yes	No	No	Small	Moderate	Large
TT2G22A1-A2	a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22B1-B2	b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22C1-C2	c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22D1-D2	d) Student evaluation and assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22E1-E2	e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22F1-F2	f) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22G1-G2	g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22H1-H2	h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22I1-I2	i) Teaching students with special needs (see Question [9] for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22J1-J2	j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22K1-K2	k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22L1-L2	l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22M1-M2	m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G22N1-N2	n) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?

Please mark one choice.

- TT2G23
- ☐₁ None
- ☐₂ Some
- ☐₃ All

24. For the professional development in which you participated in the last 12 months, did you receive any of the following support?

Please mark one choice in each row.

- | | | Yes | No |
|---------|---|---------------------------------------|---------------------------------------|
| TT2G24A | a) I received scheduled time for activities that took place during regular working hours at this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G24B | b) I received a salary supplement for activities outside working hours. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| TT2G24C | c) I received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

25. Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?

Please mark one choice in each row.

- | | | Not in any activities | Yes, in some activities | Yes, in most activities | Yes, in all activities |
|---------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| TT2G25A | a) A group of colleagues from my school or subject group | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G25B | b) Opportunities for active learning methods (not only listening to a lecturer) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G25C | c) Collaborative learning activities or research with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| TT2G25D | d) An extended time-period (several occasions spread out over several weeks or months) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

26. For each of the areas listed below, please indicate the degree to which you currently need professional development.

Please mark one choice in each row.

		No need at present	Low level of need	Moderate level of need	High level of need
TT2G26A	a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26B	b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26C	c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26D	d) Student evaluation and assessment practice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26E	e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26F	f) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26G	g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26H	h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26I	i) Teaching students with special needs (see Question [9] for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26J	j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26K	k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26L	l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26M	m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G26N	n) Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. How strongly do you agree or disagree that the following present barriers to your participation in professional development?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G27A	a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27B	b) Professional development is too expensive/unaffordable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27C	c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27D	d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27E	e) I do not have time because of family responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27F	f) There is no relevant professional development offered. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G27G	g) There are no incentives for participating in such activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Feedback

We would like to ask you about the feedback you receive about your work in this school.

'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' results).

Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

28. In this school, who uses the following methods to provide feedback to you?

'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.

Please mark as many choices as appropriate in each row.

		External individuals or bodies	School principal	Member(s) of the school manage- ment team	Assigned mentors	Other teachers (not a part of the manage- ment team)	I have never received this feedback in this school.
TT2G28A1-A6	a) Feedback following direct observation of your classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28B1-B6	b) Feedback from student surveys about your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28C1-C6	c) Feedback following an assessment of your content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28D1-D6	d) Feedback following an analysis of your students' test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28E1-E6	e) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT2G28F1-F6	f) Feedback following surveys or discussions with parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'I have never received this feedback in this school' to each of the above → Please go to Question [31].

29. In your opinion, when you receive this feedback, what is the emphasis placed on the following areas?

Please mark one choice in each row.

		Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
TT2G29A	a) Student performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29B	b) Knowledge and understanding of my subject field(s) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29C	c) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29D	d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29E	e) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29F	f) Teaching of students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29G	g) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29H	h) The feedback I provide to other teachers to improve their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29I	i) Feedback from parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29J	j) Student feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G29K	k) Collaboration or working with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. Concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following?

Please mark one choice in each row.

		No positive change	A small change	A moderate change	A large change
TT2G30A	a) Your public recognition from the principal and/or your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30B	b) Your role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30C	c) The likelihood of your career advancement (e.g. promotion)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30D	d) The amount of professional development you undertake	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30E	e) Your job responsibilities at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30F	f) Your confidence as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30G	g) Your salary and/or financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30H	h) Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30I	i) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30J	j) Your teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30K	k) Your methods for teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30L	l) Your use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30M	m) Your job satisfaction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G30N	n) Your motivation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. We would now like to ask you about teacher appraisal and feedback in this school more generally. How strongly do you agree or disagree with the following statements about this school?

Here, 'appraisal' is defined as review of teachers' work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal approach (e.g. through informal discussions).

When a statement does not apply in your context, please omit the item.

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G31A	a) The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31B	b) Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31C	c) Teacher appraisal and feedback are largely done to fulfil administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31D	d) A development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31E	e) Feedback is provided to teachers based on a thorough assessment of their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31F	f) If a teacher is consistently under-performing, he/she would be dismissed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31G	g) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G31H	h) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in General

32. We would like to ask about your personal beliefs on teaching and learning. Please indicate how strongly you agree or disagree with each of the following statements.

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G32A	a) My role as a teacher is to facilitate students' own inquiry.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G32B	b) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G32C	c) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G32D	d) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. On average, how often do you do the following in this school?

Please mark one choice in each row.

		Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
TT2G33A	a) Teach jointly as a team in the same class ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33B	b) Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33C	c) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33D	d) Exchange teaching materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33E	e) Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33F	f) Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33G	g) Attend team conferences.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TT2G33H	h) Take part in collaborative professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

34. In your teaching, to what extent can you do the following?

Please mark one choice in each row.

		Not at all	To some extent	Quite a bit	A lot
TT2G34A	a) Get students to believe they can do well in school work ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34B	b) Help my students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34C	c) Craft good questions for my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34D	d) Control disruptive behaviour in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34E	e) Motivate students who show low interest in school work .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34F	f) Make my expectations about student behaviour clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34G	g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34H	h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34I	i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34J	j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34K	k) Provide an alternative explanation for example when students are confused	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G34L	l) Implement alternative instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in the <Target Class>

In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one <class>.

The following questions ask you about a particular <class> that you teach. The <class> that we would like you to respond to is the first [<ISCED Level x>] <class> [attended by 15-year-old students] that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> [at <ISCED Level x>] / [attended by 15-year-old students] on Tuesday, this can be a class taught on a day following the last Tuesday.

In the questions below, this <class> will be referred to as the <target class>.

35. We would like to understand the composition of the <target class>. Please estimate the broad percentage of students who have the following characteristics.

<'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>

This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.

Students may fall into multiple categories.

Please mark one choice in each row.

		None	1% to 10%	11% to 30%	31% to 60%	More than 60%
TT2G35A	a) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these language(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35B	b) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35C	c) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35D	d) Students with behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35E	e) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
TT2G35F	f) Academically gifted students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

36. Is your teaching in the <target class> directed entirely or mainly to <special needs> students?

Please mark one choice.

TT2G36	<input type="checkbox"/> ₁ Yes → Please go to Question [44].
	<input type="checkbox"/> ₂ No

37. Into which subject category does this <target class> fall?

Please mark one choice.

TT2G37

- ☐₁ Reading, writing and literature
Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature
- ☐₂ Mathematics
Includes mathematics, mathematics with statistics, geometry, algebra, etc.
- ☐₃ Science
Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry
- ☐₄ Social studies
Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy
- ☐₅ Modern foreign languages
Includes languages different from the language of instruction
- ☐₆ Ancient Greek and/or Latin
- ☐₇ Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- ☐₈ Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- ☐₉ Physical education
Includes physical education, gymnastics, dance, health
- ☐₁₀ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ☐₁₁ Practical and vocational skills
Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
- ☐₁₂ Other

38. How many students are currently enrolled in this <target class>?

Please write a number.

TT2G38 Students

39. For this <target class>, what percentage of <class> time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

TT2G39A a) % Administrative tasks (e.g. recording attendance, handing out school information/forms)

TT2G39B b) % Keeping order in the classroom (maintaining discipline)

TT2G39C c) % Actual teaching and learning

100 % Total

40. Please indicate how representative you feel the <target class> is of all the classes you teach.

Please mark one choice.

TT2G40 ☐₁ Very representative

☐₂ Representative

☐₃ Not representative

41. How strongly do you agree or disagree with the following statements about this <target class>?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G41A	a) When the lesson begins, I have to wait quite a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G41B	b) Students in this class take care to create a pleasant learning atmosphere.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G41C	c) I lose quite a lot of time because of students interrupting the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G41D	d) There is much disruptive noise in this classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. How often does each of the following happen in the <target class> throughout the school year?

Please mark one choice in each row.

		Never or almost never	Occasion- ally	Frequently	In all or nearly all lessons
TT2G42A	a) I present a summary of recently learned content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42B	b) Students work in small groups to come up with a joint solution to a problem or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42C	c) I give different work to the students who have difficulties learning and/or to those who can advance faster.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42D	d) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42E	e) I let students practice similar tasks until I know that every student has understood the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42F	f) I check my students' exercise books or homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42G	g) Students work on projects that require at least one week to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G42H	h) Students use ICT (information and communication technology) for projects or class work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

43. How often do you use the following methods of assessing student learning in the <target class>?

Please mark one choice in each row.

		Never or almost never	Occasion- ally	Frequently	In all or nearly all lessons
TT2G43A	a) I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43B	b) I administer a standardised test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43C	c) I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43D	d) I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43E	e) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G43F	f) I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate and Job Satisfaction

44. How strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G44A	a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44B	b) This school provides parents or guardians with opportunities to actively participate in school decisions. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44C	c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44D	d) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G44E	e) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

45. How strongly do you agree or disagree with the following statements about what happens in this school?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G45A	a) In this school, teachers and students usually get on well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G45B	b) Most teachers in this school believe that the students' well-being is important.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G45C	c) Most teachers in this school are interested in what students have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G45D	d) If a student from this school needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. {Finally, }we would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2G46A	a) The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46B	b) If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46C	c) I would like to change to another school if that were possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46D	d) I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46E	e) I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46F	f) I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46G	g) I would recommend my school as a good place to work. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46H	h) I think that the teaching profession is valued in society. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46I	i) I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2G46J	j) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. How strongly do you agree or disagree with the following statements concerning your personal attitudes?

Please mark one choice in each row.

		Totally disagree	Neutral	Totally agree
TT2G47A	a) I always listen carefully to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47B	b) I am confident about my judgements about students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47C	c) I have doubts about my ability to succeed as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47D	d) I have always been honest with myself about my teaching qualities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47E	e) I feel threatened by teachers who are very successful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47F	f) I have said things that hurt colleagues' or students' feelings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47G	g) I feel angry when colleagues express ideas different from my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47H	h) I help students and colleagues in trouble.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47I	i) I admit when I do not know something if a student asks a question in class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
TT2G47J	j) I am irritated by students who ask for favours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

Teacher Mobility

We would like to know if you travelled abroad for professional purposes.

Please consider only travel for a week or more at educational institutions or schools. Do not consider conferences or workshops.

48. Have you ever been abroad for professional purposes in your career as a teacher or during your teacher education/training?

Please mark as many choices as appropriate.

- | | |
|---------|--|
| TT2G48A | <input type="checkbox"/> No → Please go to the end of the questionnaire. |
| TT2G48B | <input type="checkbox"/> Yes, as a student as part of my teacher education |
| TT2G48C | <input type="checkbox"/> Yes, as a teacher in an EU programme (e.g. Comenius) |
| TT2G48D | <input type="checkbox"/> Yes, as a teacher in a regional or national programme |
| TT2G48E | <input type="checkbox"/> Yes, as a teacher as arranged by my school or school district |
| TT2G48F | <input type="checkbox"/> Yes, by my own initiative |

49. If yes in the previous question, what were the purpose(s) of your visit(s) abroad?

Please mark as many choices as appropriate.

- | | |
|---------|--|
| TT2G49A | <input type="checkbox"/> Studying, as part of your teacher education |
| TT2G49B | <input type="checkbox"/> Language learning |
| TT2G49C | <input type="checkbox"/> Learning of other subject areas |
| TT2G49D | <input type="checkbox"/> Accompanying visiting students |
| TT2G49E | <input type="checkbox"/> Establishing contact with schools abroad |
| TT2G49F | <input type="checkbox"/> Teaching |
| TT2G49G | <input type="checkbox"/> Other |

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]

7.3 Appendix A3 – Teacher Mathematics Module



[Placeholder for identification label]
(105 x 35 mm)

Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2013

Mathematics Teacher Module

PISA Schools

Main Study Version

[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands

IEA Data Processing and Research Center (IEA DPC), Germany

Statistics Canada, Canada

About the TALIS 2013 Mathematics Teacher Module

The primary subject area for PISA 2012 (OECD Programme for International Student Assessment) is mathematics and it would be helpful to have background information on mathematics teaching and learning for countries that participated in PISA 2012. You were asked to complete the TALIS survey and, as a mathematics teacher, we are asking you for additional information about your mathematics <classes> and the general focus of mathematics instruction in your school. PISA was administered to 15-year-old students and thus, for the purposes of this survey, we ask you to think about teaching students of this age.

As was the case with the main TALIS questionnaire, these questions were designed to be used in countries with differing mathematics curricula and educational systems. In cases where you are not sure how to answer, we ask you to take your best guess about what is true for you and the <classes> you teach. Note that the confidentiality promised with the main TALIS questionnaire also applies to this module.

About the Questionnaire

- You should complete this questionnaire module AFTER you have completed the main TALIS Teacher Questionnaire.
- This questionnaire module should take approximately 15-20 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].

Thank you very much for your participation!

Selecting a <Target Class>

Like the teaching practices section of the TALIS Teacher Questionnaire, most of the questions in this survey focus on one <class> that you teach. The next three questions are designed to select one of your mathematics <classes> so that you can answer the rest of the questions with regard to that <class>.

We are aware that the <class> that is selected here may not represent the breadth of your teaching practices. However, this process allows us to get a picture of the full range of classes that are taught in each country that participates in this survey.

- 40. 1. Please list all mathematics <classes> you teach where some of the students are 15 years old.**

Please list below.

TT2M01T

- 41. 2. Which of the <classes> listed in Question [1] has the most 15-year-olds? If you have several classes with almost the same number of 15-year-olds and one of those classes was the one that you identified for Questions [35 to 43] in the main TALIS Teacher Questionnaire, please use that <class> here.**

Please give the name of the <class> that will be referred to as the <target class>.

TT2M02T

- 42. 3. Is the <class> you just identified in the previous question the same one that you identified for Questions [35 to 43] in the TALIS Teacher Questionnaire?**

Please mark one choice.

TT2M03

- ☐₁ Yes
☐₂ No

About the <Target Class>

For the questions below, please respond with respect to the <target class> you specified in Question [2].

43. 4. Which of the following best describes the achievement level of students in the <target class>?

Please mark one choice.

TT2M04

- ☐₁ Mostly high achieving students in mathematics.
- ☐₂ Mostly average students in mathematics.
- ☐₃ Mostly low achieving students in mathematics.
- ☐₄ Approximately equal numbers of high, average, and low achievement students in mathematics.

44. 5. How many times per school week on average does the <target class> meet for a mathematics lesson?

Please write down a whole number. If the number of times changes each week, write the average.

TT2M05

Time(s) per week

45. 6. When you meet with the <target class>, what is the average length of a mathematics lesson?

Please specify the scheduled number of minutes.

TT2M06

Minutes

46. 7 During a typical mathematics lesson, how likely are you to use each of the following strategies in the <target class>?

Please mark one choice in each row.

		Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
TT2M07A	a) I lecture or explain a mathematics concept or procedure to the whole class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07B	b) I go over homework or problem sets with the whole class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07C	c) I review a previous lesson or lessons with the whole class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07D	d) I have students work individually.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07E	e) I have students work in groups.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07F	f) I have students complete a test or quiz.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M07G	g) I complete classroom administrative tasks (e.g. recording attendance, handing out school information/forms).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. 8. How often do you assign homework for completion outside of the classroom to the students in the <target class>?

Please mark one choice.

TT2M08	<input type="checkbox"/> ₁ Never or almost never → Please go to Question [10]
	<input type="checkbox"/> ₂ Occasionally
	<input type="checkbox"/> ₃ Frequently
	<input type="checkbox"/> ₄ In all or nearly all lessons

48. 9. About how much time do you expect an average student in the <target class> to work on each homework assignment?

Please mark one choice.

TT2M09	<input type="checkbox"/> ₁ 15 minutes or less
	<input type="checkbox"/> ₂ 16 to 30 minutes
	<input type="checkbox"/> ₃ 31 to 60 minutes
	<input type="checkbox"/> ₄ More than 60 minutes
	<input type="checkbox"/> ₅ Length of time to complete homework assignments varies a great deal.

49. 1How often do students in the <target class> have calculators available for use in their mathematics assignments?

Please mark one choice.

TT2M10

- ☐₁ Never or almost never
- ☐₂ Occasionally
- ☐₃ Frequently
- ☐₄ In all or nearly all assignments

50. 11. How often are students in the <target class> allowed to use calculators in tests or quizzes?

Please mark one choice.

TT2M11

- ☐₁ Never or almost never
- ☐₂ Occasionally
- ☐₃ Frequently
- ☐₄ In all or nearly all tests or quizzes

51. 1Over the course of the school year, how frequently are the following types of ICT (information and communication technology) resources used when teaching the <target class>?

Please mark one choice in each row.

		Never or almost never	Occasionally	Frequently	Always or almost always
TT2M12A	a) Drill and practice software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12B	b) Topic-specific software (e.g. geometry software) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12C	c) Spreadsheets or other data analysis software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12D	d) Software for assessing student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M12E	e) Internet resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Educational Approaches in the <Target Class>

Countries and individuals differ in their educational approaches and a major goal of TALIS is to draw a picture of teachers' opinions and practices in participating countries. We rely on your expertise to describe your opinions and how you teach as accurately as possible.

Your response to most questions is likely to be the same regardless of which of your <classes> you think about, but if the response varies depending on the <class> you teach, please focus on the <target class>.

52. 1How often do you employ the following teaching practices in the <target class>?

Please mark one choice in each row.

		Never or almost never	Occasionally	Frequently	In all or nearly all lessons
TT2M13A	a) I explicitly state learning goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13B	b) I ask short, fact-based questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13C	c) I expect students to explain their thinking on complex problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13D	d) I give students a choice of problems to solve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13E	e) I connect mathematics concepts I teach to uses of those concepts outside of school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13F	f) I encourage students to solve problems in more than one way.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13G	g) I require students to provide written explanations of how they solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13H	h) I require students to work on mathematics projects that take more than a single class period to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13I	i) I go over homework problems that students were not able to solve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M13J	j) I encourage students to work together to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

53. 1How much do you agree or disagree with the following goals for and views about teaching mathematics?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2M14A	a) The goal of teaching mathematics is to help students use mathematics to solve real-world problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14B	b) I want my students to see the structure of the number system and the logic of mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14C	c) Explaining why an answer is correct is just as important as getting a correct answer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14D	d) Even with the availability of calculators and computers, students need to learn traditional methods for doing mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14E	e) Students should be able to figure out for themselves whether they have solved a mathematics problem correctly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14F	f) Students should learn basic skills before being asked to solve complex mathematics problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14G	g) Asking students to solve difficult problems in class helps them become good problem solvers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14H	h) I'd rather have my students solve a few complex problems than a lot of relatively easy ones.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14I	i) An important reason for teaching mathematics is to help students become more logical.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14J	j) Graphics calculators and computers can be used to help students see mathematics concepts in new and different ways.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14K	k) Doing mathematics requires hypothesising, estimating, and creative thinking.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M14L	l) Most things a student needs to know in mathematics can be learned through memorisation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

54. 1How much do you agree or disagree with the following statements concerning your ability to teach mathematics?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2M15A	a) I am able to ask questions that get students to think deeply about mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15B	b) I have a hard time getting students interested in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15C	c) I always know which of my students understand and which do not.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15D	d) I find it hard to meet the needs of the individual students in my mathematics class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15E	e) I am able to get my students to feel confident in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M15F	f) I have a hard time getting my students to understand underlying concepts in mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

55. 1How much do you agree or disagree with each of the following statements about teaching mathematics?

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
TT2M16A	a) There is usually a best method for solving a mathematics problem and my job is to make sure students learn that method.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16B	b) I feel that I can do a better job when I have students with similar ability levels in my class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16C	c) Grades are a primary motivator for getting students to learn mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16D	d) I would like my students to study mathematics because it is an interesting and worthwhile subject rather than only because they want good marks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16E	e) A good mathematics teacher tells students exactly how to do every problem that is presented.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16F	f) Having students like mathematics is more important than having them learn to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M16G	g) Mathematics teachers in my school have the support of the school administration.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Education for Teaching Mathematics

56. 1 Were the following elements included in your mathematics education or training? If yes, was this before or after you took up a position as teacher?

Please mark one choice in each row.

		Before	After	Before and after	Never
TT2M17A	a) Mathematics courses equivalent to those needed for a degree in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M17B	b) Courses on how to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TT2M17C	c) Practice teaching in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]

7.4 Appendix A4 – National adaptations summary

This appendix describes adaptations to the international versions of the questionnaire items made by the National Project Manager (NPM) during the translation process. It provides users with guidance regarding the availability of internationally comparable data for use in secondary analyses. The adaptations to questionnaires are presented in two sections: i) general or common cultural adaptations and variables; and ii) adaptations specific to individual systems.

7.4.1 General adaptations

General adaptations relate to text passages in the international English version of the instruments for which it was mandatory (or at least highly likely) to adapt them to the specific national settings and terminology. Mandatory cultural adaptations were indicated using pointed brackets in the international English version, for instance, the term <class> which has been used two times in the 4th section of the teacher questionnaire. The tables in this section include descriptions or back-translations into English of those instances where the version of the question administered in a national version differed from the version of the question as it appeared in the international version of the questionnaires.

In the teacher questionnaire, the term <class> is mentioned in the introduction to the section “Your Teaching in the <Target Class>” and the stem of question 39 as well as in stem of questions 2 and 3 and the introduction to the section “Selecting a <Target Class>” and “Your Educational Approaches in the <Target Class>” in the Mathematics Teacher Module. The term class had to be adapted in some cases where the direct translation did not convey the intended meaning in the international source version. The below table presents back-translations of the term used in the national versions into English.

Table 7.1 Adaptations of <class>

Country	Adaptation
Abu Dhabi (United Arab Emirates)	Class
Alberta (Canada)	Class
Australia	Class
Brazil	Class
Bulgaria	Class
Chile	Class
Croatia	Class
Cyprus ⁹	Class
Czech Republic	Class
Denmark	Class
England (United Kingdom)	Class
Estonia	Class
Finland	Class
Flanders (Belgium)	Class
France	Class
Iceland	Class
Israel	Target class
Italy	Class
Japan	Class
Korea	Class
Latvia	Class
Malaysia	Class
Mexico	Group
Netherlands	Class
Norway	Class
Poland	Class
Portugal	Class
Romania	Class
Serbia	Class

⁹ See footnotes 2 and 3 at the beginning of this User Guide.

Singapore	Class
Slovak Republic	Class
Spain	Group
Sweden	Class
United States	Class

In the teacher questionnaire, the term <target class> is mentioned in the title and instruction to the section “Your Teaching in the <Target Class>” and in the stem of questions 35, 36, 37, 38, 39, 40, 41, 42 and 43. In the Mathematics Teacher Module, the term <target class> is mentioned in the stem of questions 2, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 and in the title and instruction to the section “About the <Target Class>” and “Your Educational Approaches in the <Target Class>”. The term target class was used throughout the 4th section of the questionnaire to refer to the specific class that each teacher was asked to identify following the instructions prior to question 35, which were designed to pseudo-randomise the selection of such a class instead of leaving the (likely biased) choice to the respective teacher. The below table presents back-translations of the term used in the national versions into English.

Table 7.2 Adaptations of <target class>

Country	Adaptation
Abu Dhabi (United Arab Emirates)	Target class
Alberta (Canada)	Target class
Australia	Target class
Brazil	Target class
Bulgaria	Target class
Chile	Target class
Croatia	Target class
Cyprus ¹⁰	Target class
Czech Republic	Chosen class
	Target class
Denmark	Target class
England (United Kingdom)	Target class
Estonia	Target class
Finland	Target class
Flanders (Belgium)	Target class
France	Target class
Iceland	Target class
Israel	Target class
Italy	Target class
Japan	Target class
Korea	Target class
Latvia	Particular class
Malaysia	Target class
Mexico	Target group
Netherlands	Specific example class
Norway	Target class
Poland	Particular class
Portugal	Target class
Romania	Target class
Serbia	Target class
Singapore – ISCED2	Lower secondary target class
Singapore – ISCED3	Upper secondary target class
Singapore – TALIS-PISA link	Target class
Slovak Republic	Target class
Spain	Selected group

¹⁰ See footnotes 2 and 3 at the beginning of this User Guide.

Sweden	Chosen teaching group
United States	Target class

The term <ISCED 1>, originating from UNESCO’s International Standard Classification of Education, is mentioned in the principal questionnaire in the stem of question 15 and in the teacher questionnaire in the stem of questions 7, 8, 9, 15 as well as in the instruction to section “Your Teaching in the <Target Class>”. The term expresses the abstract definition of the target population (*i.e.*, teachers of students enrolled in ISCED level 1) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table 7.3 Adaptations of <ISCED 1>

Country	Adaptation
Denmark	Form 0-6
Finland	Grades 1-6
Flanders (Belgium)	Primary education
Mexico	Elementary
Norway	Primary school
Poland	Primary school

The term <ISCED 2>, originating from UNESCO’s International Standard Classification of Education, is mentioned in the principal questionnaire in the stem of question 15 and in the teacher questionnaire in the stem of questions 7, 8, 9, 15 as well as in the instruction to section “Your Teaching in the <Target Class>”. The term expresses the abstract definition of the target population (*i.e.*, teachers of students enrolled in ISCED level 2) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table 7.4 Adaptations of <ISCED 2>

Country	Adaptation
Abu Dhabi (United Arab Emirates)	Cycle 2
Alberta (Canada)	Grade 7, 8 and/or 9
Australia	Year 7 - 10
Brazil	6th to 9th year or 5th to 8th grade
Bulgaria	Lower secondary education
Chile	7th and/or 8th grade
Croatia	5th - 8th grade
Cyprus ¹¹	Lower secondary
Czech Republic	2nd stage of an elementary school or lower grades of 6 or 8 years long programme of grammar schools or conservatoires 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire
Denmark	Form 7-10
England (United Kingdom)	Key Stage 3 (age 11-14)
Estonia	Basic school third level (7.-9. class)
Finland	Grades 7-9 (10)
Flanders (Belgium)	First stage of secondary education
France	Lower secondary education
Iceland	Adolescent Level
Israel	Grades 7, 8, and/or 9
Italy	Lower secondary school
Japan	Junior high school
Korea	Middle school
Latvia	Grades 5 - 9
Malaysia	Lower secondary education
Mexico	Secondary
Netherlands	Lower secondary education

¹¹ See footnotes 2 and 3 at the beginning of this User Guide.

Norway	Lower secondary education
Poland	Gymnasium
Portugal	Lower secondary
Romania	Lower secondary education
Serbia	Higher grades of primary school
Singapore	Lower secondary
Slovak Republic	Second primary education or lower degree of 8-year gymnasium
Spain	Compulsory Secondary Education
Sweden	Grade 7-9
United States	7th, 8th, and/or 9th grade

The term <ISCED 3>, originating from UNESCO's International Standard Classification of Education, is mentioned in the principal questionnaire in the stem of question 15 and in the teacher questionnaire in the stem of questions 7, 8, 9, 15 as well as in the instruction to section "Your Teaching in the <Target Class>". The term expresses the abstract definition of the target population (*i.e.*, teachers of students enrolled in ISCED level 3) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table 7.5 Adaptations of <ISCED 3>

Country	Adaptation
Abu Dhabi (United Arab Emirates)	Cycle 3
Australia	Year 11 - 12
Denmark	Youth education
Finland	Upper secondary education
Iceland	Upper secondary school level
Italy	Upper secondary school
Mexico	Media Superior
Norway	Upper secondary school
Poland	Upper secondary school
Singapore	Upper secondary

The term <15 year old>, is mentioned in the principal questionnaire in the stem of question 15 and in the teacher questionnaire in the stem of questions 7, 8, 9, 15 as well as in the instruction to section "Your Teaching in the <Target Class>". The term expresses the abstract definition of the target population and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table 7.6 Adaptations of <15 year old>

Country	Adaptation
Australia	15 year-olds
Finland	15-year-old
Latvia	15-year-old
Mexico	15-year-old
Portugal	15-year-old
Romania	15-year-old
Singapore	15-year-olds (in Secondary 3 and 4)
Spain	15-year-old

The term <This school> is mentioned in the prologue and throughout the three TALIS 2013 questionnaires. The term expresses the national school definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table 7.7 School Definition

Country	Adaptation
Abu Dhabi (United Arab Emirates)	When questions refer to 'this school' we mean by 'school': The school campus that you are working in
Alberta (Canada)	Omitted
Australia	Omitted

Brazil	When questions refer to "this school" we mean by "school": School unit
Bulgaria	Omitted
Chile	An institution or organization which receives children or adolescents, with the aim of providing education officially recognized by the State, in humane conditions, cultural and material that facilitate and promote their comprehensive education.
Croatia	Omitted
Cyprus ¹²	The education establishment where lower secondary education is offered
Czech Republic	When questions refer to 'this school' we usually mean by 'school' your school as a juridical person with one directorate. However, if your school has been merged with another since the last school year, ask the school coordinator who can explain to you how to understand this term.
Denmark	When the questionnaire refers to 'school', we mean public schools and private schools
England (United Kingdom)	Omitted
Estonia	When questions refer to 'this school', we mean by 'school' the sample school where you are the principal
Finland	When questions refer to 'this school' we mean by 'school' the whole school with all its units
Flanders (Belgium)	When questions refer to 'this school' we mean by 'school' the school for which we invited you to participate (see identification label on the cover of the questionnaire)
France	When questions refer to 'this school' we mean by 'school' either the "collège" (the lower secondary school) for which you are questioned, or the whole school your "collège" belongs to.
Iceland	"School" in this questionnaire refers to the institution where you work and that you direct, in accordance with the traditional understanding of the term in this country
Israel	Omitted
Italy – ISCED 2	In this questionnaire, 'this school' is generally referred to the lower secondary school sampled for the TALIS survey and whose teachers have to fill in their questionnaire. However, some questions ask about the whole educational institution you're running, in these cases 'this institute/educational institution' is used instead of 'this school'.
Italy – ISCED 3	In this questionnaire, 'this school' is generally referred to the upper secondary school sampled for the TALIS survey and whose teachers have to fill in their questionnaire. However, some questions ask about the whole educational institution you're running, in these cases 'this institute/educational institution' is used instead of 'this school'.
Japan	Omitted
Korea	This school' we mean by 'school' you are working for
Latvia	Omitted
Malaysia	Government schools, government assisted schools, religious schools, and MARA Junior Science College
Mexico – ISCED 1	Establishment where teaching of elementary level happens
Mexico – ISCED 2	Establishment where teaching of secondary level happens
Mexico – ISCED 3	Establishment where teaching of Media Superior level happens
Mexico – TALIS-PISA link	Establishment where the classes are being taught
Netherlands	This location. Please check with your school coordinator when in doubt.

¹² See footnotes 2 and 3 at the beginning of this User Guide.

Norway	Omitted
Poland – ISCED 1	Primary school, in which you are a principal. If the primary school is a part of a school complex, please provide us with information relating only to primary school.
Poland – ISCED 2	Gymnasium, in which you are a principal. If the gymnasium is a part of a school complex, please provide us with information relating only to gymnasium.
Poland – ISCED 3	Upper secondary school, in which you are a principal. If the upper secondary school is a part of a school complex, please provide us with information relating only to upper secondary school.
Portugal – ISCED 2	Organisational unit, where, under the responsibility of a Team Management or a Director, the teaching of one or more levels of education is ministered
Portugal – TALIS-PISA link	Organizational unit, where, under the responsibility of a Team Management or a Director, is ministered the teaching of one or more levels of education.
Romania	School unit where basic elements of main teaching domains are taught
Serbia	Educational institution
Singapore	Omitted
Slovak Republic	Workplace, where you are working for full-time
Spain	Omitted
Sweden	When questions refer to 'this school', think of the organizational unit where you got this survey, regardless if you work in several schools
United States	A division of the school system consisting of students in one or more grades and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in many buildings.

This variable was not part of the questionnaire data itself but was tracked for teachers by the national center. The majority of participating systems used only one language version of the questionnaire. The values for the systems are given in the table below. The corresponding values are included in the teacher questionnaire data file (BTG) as variable IDLANG.

Table 7.8 Language of questionnaire administration (IDLANG)

Country	Codes
Abu Dhabi (United Arab Emirates)	1 = Arabic (Abu Dhabi (United Arab Emirates)) 2 = English (Abu Dhabi (United Arab Emirates))
Alberta (Canada)	7 = English (Alberta (Canada))
Australia	3 = English (Australia)
Brazil	6 = Portuguese (Brazil)
Bulgaria	1 = Bulgarian
Chile	8 = Spanish (Chile)
Croatia	23 = Croatian (Croatia)
Cyprus ¹³	9 = Greek (Cyprus ¹⁴) 10 = English (Cyprus ¹⁵)
Czech Republic	11 = Czech (Czech Republic) 13 = English (United Kingdom)
Denmark	12 = Danish (Denmark)
England (United Kingdom)	13 = English (England (United Kingdom))
Estonia	19 = Estonian (Estonia)
Finland	20 = Finish (Finland) 21 = Swedish (Finland)

¹³ See footnotes 2 and 3 at the beginning of this User Guide.

¹⁴ See footnotes 2 and 3 at the beginning of this User Guide.

¹⁵ See footnotes 2 and 3 at the beginning of this User Guide.

Flanders (Belgium)	4 = Dutch (Flanders (Belgium))
France	22 = French (France)
Iceland	24 = Icelandic (Iceland)
Israel	25 = Arabic (Israel) 26 = Hebrew (Israel)
Italy	27 = Italian (Italy)
Japan	28 = Japanese (Japan)
Korea	29 = Korean (Korea)
Latvia	30 = Latvian (Latvia)
Malaysia	32 = Malay (Malaysia)
Mexico	31 = Spanish (Mexico)
Netherlands	33 = Dutch (Netherlands)
Norway	34 = Norwegian, Bokmål (Norway)
Poland	35 = Polish (Poland)
Portugal	36 = Portuguese (Portugal)
Romania	37 = Romanian (Romania)
Serbia	39 = Serbian (Serbia)
Singapore	38 = English (Singapore)
Slovak Republic	40 = Slovak (Slovakia)
Spain	14 = Catalan (Spain) 15 = Spanish (Spain) 16 = Basque (Spain) 17 = Galician (Spain) 18 = Valencian (Spain)
Sweden	41 = Swedish (Sweden)
United States	42 = English (United States)

7.4.2 Country-specific adaptations to the principal questionnaire

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned *Question group* first, then by *Country*, then by the specific question *Location* affected. Question group and location are given in the notation Questionnaire-QuestionNumber, *e.g.* TQ-07 for question 7 in the teacher questionnaire.

The column *Adaptation - Language of test* contains the national version, column *Adaptation - English backtranslation* describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Data Processing and Research Center during the data processing. For structural adaptations, both columns hold an explanation of the change, *e.g.* “Nationally defined categories”. For non-structural adaptations, for the most part adaptations of terms in pointed brackets (<>), the columns hold the term in the language of test and the back translation of the entire concerned passage into English. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- **Code D: National data are included in the international database.**
This code is used for questions where the specific national version was considered appropriate for comparison.
- **Code X: National data are not included in the international database.**
This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (*e.g.*, not internationally comparable, removed because of NPM request, or removed due to other data problems).

Table 7.9 List of country-specific adaptations to the principal questionnaire sorted by question group, country and location

Question group	Country	Location	Code	Adaptation - Language of test	Adaptation - English backtranslation
PQ-01	Bulgaria	PQ-01	D	Stem of the question changed: Какъв е Вашият пол?	Stem of the question changed: What is your gender?
PQ-01	Denmark	PQ-01	D	Stem of question changed: Hvad er dit køn?	Stem of question changed: What is your sex?
PQ-01	Japan	PQ-01	D	Nationally defined categories: 1 = Dansei 2 = Zyosei	National categories recoded for international comparability: 1 = Female 2 = Male
PQ-01	Poland	PQ-01	D	Stem of the question changed: Prosimy podać płeć	Stem of the question changed: Please state your gender
PQ-01	Spain	PQ-01	D	*Catalan Stem of the question changed: Sexe *Spanish Stem of the question changed:	Stem of the question changed: Gender

				<p>Sexo</p> <p>*Galician Stem of the question changed: Sexo</p> <p>*Valencian Stem of the question changed: Sexe</p>	
PQ-02	Spain	PQ-02	D	<p>*Catalan Stem of the question changed: Edat</p> <p>*Spanish Stem of the question changed: Edad</p> <p>Question instruction changed: Escriba los años que tiene</p> <p>*Galician Stem of the question changed: Idade</p> <p>Question instruction changed: Escriba os anos que ten</p> <p>*Valencian Stem of the question changed: Edat</p> <p>Question instruction changed: Escriba la seua edat</p>	<p>*Catalan Stem of the question changed: Age</p> <p>*Spanish Stem of the question changed: Age</p> <p>Question instruction changed: Write how old you are</p> <p>*Galician Stem of the question changed: Age</p> <p>Question instruction changed: Write how old you are</p> <p>*Valencian Stem of the question changed: Age</p> <p>Question instruction changed: Write how old you are</p>

PQ-03	Abu Dhabi (United Arab Emirates)	PQ-03	D	<p>Nationally defined categories: 1 = لِقْأ أو اهلبد 2 = ايلع اهلبد 3 = سويلالكب 4 = يتسجاملةجرد 5 = هاروتكدللةجرد</p> <p>Nationally defined categories: 1 = Diploma or below 2 = Higher Diploma 3 = Bachelor Degree 4 = Master Degree 5 = PhD</p>	<p>National categories recoded for international comparability: 1 = Diploma or below 2 = Higher Diploma 3 = Bachelor Degree / Master Degree 4 = PhD</p>
PQ-03	Alberta (Canada)	PQ-03	D	<p>Nationally defined categories: 1 = High school and/or some college work 2 = College diploma or certificate 3 = Bachelor's/Master's degree 4 = Ph.D./Ed.D.</p>	<p>Nationally defined categories: 1 = High school and/or some college work 2 = College diploma or certificate 3 = Bachelor's/Master's degree 4 = Ph.D./Ed.D.</p>
PQ-03	Australia	PQ-03	D	<p>Nationally defined categories: 1 = Secondary education / post-secondary, non-tertiary education or less (e.g. Year 10 or Year 12 exit qualification) or below 2 = First stage of tertiary education not leading to an advanced research qualification including programmes that are generally more practical/technical/occupation specific (e.g. Vocational Training Certificate, TAFE, Trade Certificate) 3 = Undergraduate Diploma 4 = Bachelor Degree 5 = Graduate Diploma/Graduate Certificate 6 = Master's Degree 7 = Doctorate</p>	<p>National categories recoded for international comparability: 1 = Secondary education / post-secondary, non-tertiary education or less (e.g. Year 10 or Year 12 exit qualification) or below 2 = First stage of tertiary education not leading to an advanced research qualification including programmes that are generally more practical/technical/occupation specific (e.g. Vocational Training Certificate, TAFE, Trade Certificate) 3 = Undergraduate Diploma / Bachelor Degree / Graduate Diploma/Graduate Certificate / Master's Degree 4 = Doctorate</p>
PQ-03	Brazil	PQ-03	D	<p>Nationally defined categories: 1 = Inferior à Educação Superior 2 = Educação Superior – Curso Superior de Tecnologia (Tecnólogo) 3 = Educação Superior – Bacharelado e Licenciatura 4 = Especialização (Lato Sensu) 5 = Mestrado (Stricto Sensu) 6 = Doutorado (Stricto Sensu)</p>	<p>National categories recoded for international comparability: 1 = Below Higher Education 2 = Higher Education - Technology programmes (Technologist) 3 = Higher Education - Bachelor or Licentiate/ Specialization (Lato Sensu) / Master Degree (Stricto Sensu) 4 = Doctor Degree (Stricto Sensu)</p>

PQ-03	Bulgaria	PQ-03	D	Nationally defined categories: 1 = Професионално обучение след средно образование или по-ниско 2 = Висше (професионален бакалавър) 3 = Висше (бакалавър) 4 = Висше (магистър) 5 = Висше (доктор)	Nationally defined categories: 1 = Vocational education after upper secondary education or below 2 = Higher education (Professional Bachelor) 3 = Higher education (Bachelor) / Higher education (Master) 4 = Higher education (Doctor)
PQ-03	Chile	PQ-03	D	Nationally defined categories: 1 = Enseñanza media completa 2 = Técnico de Educación Superior 3 = Profesional sin Licenciatura 4 = Profesional con Licenciatura 5 = Magister 6 = Doctorado	National categories recoded for international comparability: 1 = Secondary Education complete 2 = Vocational training / Professional without degree 3 = Professional with degree / Master 4 = Doctorate
PQ-03	Croatia	PQ-03	D	Nationally defined categories: 1 = Dvogodišnji ili trogodišnji fakultet 2 = Četverogodišnji ili petogodišnji fakultet ili magisterij 3 = Doktorat	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = 2-year or 3-year post-secondary education 3 = 4-year or 5-year university education or master's degree 4 = Doctorate
PQ-03	Cyprus ¹⁶	PQ-03	D	Nationally defined categories: 1 = Δίπλωμα Τριτοβάθμιας μη Πανεπιστημιακής Σχολής 2 = Πτυχίο Πανεπιστημίου 3 = Μεταπτυχιακό 4 = Διδακτορικό Nationally defined categories: 1 = Non-University Degree/Diploma/Certificate 2 = Bachelor Degree 3 = Master's Degree 4 = PhD	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Non-University Degree/Diploma/Certificate 3 = Bachelor Degree / Master's Degree 4 = PhD
PQ-03	Czech Republic	PQ-03	D	Nationally defined categories: 1 = Nižší než vysokoškolské nebo než vyšší odborné vzdělání 2 = Vyšší odborné vzdělání (včetně konzervatoří) 3 = Bakalářské vzdělání 4 = Magisterské vzdělání	National categories recoded for international comparability: 1 = Below tertiary education 2 = Higher technical education (including conservatoires) 3 = Bachelor degree education / Master degree education 4 = Doctoral study programme

¹⁶ See footnotes 2 and 3 at the beginning of this User Guide.

				<p>5 = Doktorský studijní program</p> <p>Nationally defined categories: 1 = Below tertiary education 2 = Practical/technical/occupationally specific tertiary programmes 3 = Bachelor degree education 4 = Master degree education 5 = Doctoral study programme</p>	<p>National categories recoded for international comparability: 1 = Below tertiary education 2 = Practical/technical/occupationally specific tertiary programmes 3 = Bachelor degree education / Master degree education 4 = Doctoral study programme</p>
PQ-03	Denmark	PQ-03	D	<p>Nationally defined categories: 1 = Ungdomsuddannelse eller derunder (fx student, HHX/HTX, erhvervsuddannelse) 2 = Kort videregående uddannelse (fx datamatiker, laborant, VVU) 3 = Mellemlang videregående uddannelse (fx lærer, pædagog, diplomuddannelse) 4 = Lang videregående uddannelse 5 = Ph.d.</p>	<p>National categories recoded for international comparability: 1 = General or vocational upper secondary education or below (e.g. high-school certificate, commercial school certificate, vocational education, adult education training) 2 = Short-cycle higher education (e.g. academy profession degree in computer science, chemist's assistant) 3 = Medium-cycle higher education (e.g. teacher, pedagogue, diploma) / Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, Master education) 4 = PhD</p>
PQ-03	England (United Kingdom)	PQ-03	D	<p>Nationally defined categories: 1 = GCE A levels or below, or equivalent 2 = HNC, HND, NVQ at level 4+, Foundation Degree or equivalent 3 = Bachelor's Degree 4 = Master's Degree 5 = Doctorate</p>	<p>Nationally defined categories: 1 = GCE A levels or below, or equivalent 2 = HNC, HND, NVQ at level 4+, Foundation Degree or equivalent 3 = Bachelor's Degree / Master's Degree 4 = Doctorate</p>
PQ-03	Estonia	PQ-03	D	<p>Nationally defined categories: 1 = Keskkharidus või lõpetamata kõrgharidus või keskeriharidus põhihariduse baasil 2 = Rakenduskõrgharidus või keskeriharidus keskkhariduse baasil 3 = Akadeemiline kõrgharidus, bakalaureusekraad, magistrikraad, magistrikraadiga võrdsustatud kvalifikatsioon 4 = Doktorikraad</p>	<p>Nationally defined categories: 1 = Secondary education or incomplete higher education or vocational secondary education based on basic education 2 = Vocational training or vocational secondary education based on secondary education 3 = An academic degree, Bachelor's degree, Master's degree, a master's degree equivalent qualification 4 = Doctorate</p>
PQ-03	Finland	PQ-03	D	<p>Nationally defined categories: 1 = Alempi kuin ammatillinen opistoasteen tutkinto 2 = Ammatillinen opistoasteen tutkinto</p>	<p>Nationally defined categories: 1 = Below higher vocational degree 2 = Higher vocational degree</p>

				<p>3 = Alempi korkeakoulututkinto tai ylempi korkeakoulututkinto 4 = Lisensiaatin tai tohtorin tutkinto</p> <p>Nationally defined categories: 1 = Lägre än yrkesinriktad examen på institutnivå 2 = Yrkesinriktad examen på institutnivå 3 = Lägre högskoleexamen eller högre högskoleexamen 4 = Licentiat- eller doktorsexamen</p>	<p>3 = Lower degree at the university or polytechnic (3 years) or higher degree at the university or polytechnic (5 years) 4 = Doctorate programmes: licentiate or doctor</p>
PQ-03	Flanders (Belgium)	PQ-03	D	<p>Nationally defined categories: 1 = Secundair onderwijs (inclusief 4de graad) of lager 2 = Hoger Beroepsonderwijs (HBO) 3 = Professionele bachelor, een diploma van het hoger onderwijs van 1 cyclus (bv. onderwijzer(es), regent(es), A1, graduaat,...) 4 = Academische bachelor 5 = Master/licentiaat, een diploma van het hoger onderwijs van 2 cycli (behaald aan een hogeschool of universiteit) 6 = Doctoraat</p>	<p>National categories recoded for international comparability: 1 = Secondary education (including 4th stage) or lower 2 = Higher vocational education / Professional bachelor, degree of 1 cycle higher education (inclusion of typical Flemish examples/terms) 3 = Academic bachelor / Master/licentiate, degree of 2 cycle higher education (higher education or university education) 4 = Doctorate</p>
PQ-03	France	PQ-03	D	<p>Nationally defined categories: 1 = Inférieur à bac + 2 2 = Bac + 2 (DEUG, BTS, DUT, ...) ou diplômes des professions sociales ou de santé 3 = Bac + 3 à bac + 5 (Licence, Maîtrise, DEA, DESS, Master,...) 4 = Doctorat</p>	<p>Nationally defined categories: 1 = Below bac + 2 2 = Bac + 2 (DEUG, BTS, DUT, ...) or social or health professional diplomas 3 = Bac + 3 to bac + 5 (Licence, Maîtrise, DEA, DESS, Master,...) 4 = Doctorate</p>
PQ-03	Iceland	PQ-03	D	<p>Nationally defined categories: 1 = Kennarapróf, ekki á háskólastigi 2 = Sveins- eða iðnmeistarapróf 3 = Sveins- eða iðnmeistarapróf að viðbættum kennsluréttindum, þ.e. 6- mánn. - 2 ára háskólanámi 4 = Listnám (ekki á háskólastigi) 5 = Listnám (ekki á háskólastigi) að viðbættum kennsluréttindum, þ.e. 6 mánn. - 2 ára háskólanámi 6 = Verk, list-, tækni- eða starfsgreinamiðað háskólanám að hámarki um 2 ár 7 = Verk, list-, tækni- eða starfsgreinamiðað háskólanám að hámarki um 2 ár, að viðbættum kennsluréttindum (6 mánn. - 2 ár háskólanámi)</p>	<p>National categories recoded for international comparability: 1 = Teacher Certificate, not at university level / Journeyman or Master in a specific trade / Art studies (not at university level) 2 = Journeyman or Master in a specific trade with added Teacher Qualification studies completed at university level (6 months - 2 years) / Art studies (not at university level) with added Teacher Qualification studies completed at university level (6 months - 2 years) / Practical, art, technical or occupationally oriented university studies lasting at most 2 years / Practical, art, technical or occupationally oriented university studies lasting at most 2 years, with added Teacher Qualification studies completed at university level (6 months -</p>

				8 = B.A., B.Sc. (ekki á sviði kennslu/menntunarfræða) 9 = B.A., B.Sc. að viðbættu 6 mán. - 2 ára kennsluréttindanám 10 = B.Ed. eða önnur bakkalárgráða á sviði menntunar - og/eða kennslufræða 11 = M.A., M.Sc. (ekki á sviði kennslu/menntunarfræða) 12 = M.A., M.Sc. að viðbættu 6 mán. - 2 ára kennsluréttindanámi 13 = M.Ed., M.Art.Ed. eða önnur meistarafráða á sviði menntunar -og/eða kennslufræða 14 = Doktorspróf (ekki á sviði kennslu/menntunarfræða) 15 = Doktorspróf að viðbættum kennsluréttindum, þ.e. 6 mán. - 2 ára háskólanámi 16 = Doktorspróf á sviði menntunar og/eða kennslufræða	2 years) 3 = B.A., B.Sc. (not in the field of education) / B.A., B.Sc. with added Teacher Qualification studies completed at university level (6 months - 2 years) / B.Ed. or other Baccalaureate degree in the field of education / M.A., M.Sc. (not in the field of education) / M.A., M.Sc. with added Teacher Qualification studies completed at university level (6 months - 2 years) / M.Ed., M.Art.Ed. or other Master's degree in the field of education 4 = Doctoral degree (not in the field of education) / Doctoral degree with added Teacher qualification studies completed at university level (6 months - 2 years) / Doctoral degree in the field of education
PQ-03	Israel	PQ-03	D	Nationally defined categories: 1 = المرحلة الثانوية 2 = التعليم فوق الثانوي (مثل اختصاصي هندسي/اختصاصي فني =) 3 = لقب أكاديمي أول 4 = لقب أكاديمي ثان 5 = ثلاث يمي داكأ بقل Nationally defined categories: 1 = נוכית רפס חיב 2 = (יאנכט/יאסדנה נוגכ) מיינוכית-לע הדועת ידומיל 3 = נושאר ראות 4 = ינש ראות 5 = ישילש ראות	National categories recoded for international comparability: 1 = Secondary education 2 = Post-secondary, education/vocational (e.g., engineer/technical) 3 = Bachelor / Master's 4 = Doctorate
PQ-03	Italy	PQ-03	D	Nationally defined categories: 1 = Diploma di scuola secondaria superiore 2 = Diploma di Istituti di Alta Formazione Artistica e Musicale o ISEF (vecchio ordinamento) 3 = Diploma universitario, Diploma di Laurea (vecchio e nuovo ordinamento), Diploma Accademico di I e/o II livello (Istituti AFAM - nuovo ordinamento), Master di I e/o II livello, Diploma di Specializzazione 4 = Dottorato di Ricerca	Nationally defined categories: 1 = Upper secondary school degree 2 = Art and Music or Higher Institute for Physical Education degree (previous system) 3 = Higher education degrees (previous and current system), Art and Music First and/or Second degree (current system), First and/or Second level graduate diploma, Specialisation degree 4 = PhD
PQ-03	Japan	PQ-03	D	Nationally defined categories: 1 = Koutougakkou ika 2 = Tanki daigaku. Koutousenmongakkou	National categories recoded for international comparability: 1 = Completion of high school or below 2 = The junior college. Specialized vocational high school

				3 = Daigaku gakubu 4 = Daigakuin syuushikatei 5 = Daigakuin hakushi kouki katei	3 = The university or college with bachelor degree / The graduate school with master's degree 4 = The graduate school with doctoral degree
PQ-03	Korea	PQ-03	D	Nationally defined categories: 1 = 대학 미만 2 = 전문대학 3 = 대학 또는 대학원(학사 또는 석사 학위) 4 = 대학원(박사 학위)	Nationally defined categories: 1 = Below University 2 = Practical/technical college 3 = University or Master's degree 4 = Doctoral degree
PQ-03	Latvia	PQ-03	D	Nationally defined categories: 1 = Vispārējā vidējā izglītība 2 = Profesionālā vidējā izglītība 3 = 1. līmeņa augstākā profesionālā izglītība vai absolvēts tehnikums 4 = Bakalaura grāds vai tam pielīdzināta izglītība 5 = 2. līmeņa augstākā profesionālā izglītība un bakalaura grāds vai tai pielīdzināta izglītība 6 = Maģistra grādam pielīdzināta izglītība 7 = Maģistra grāds 8 = Doktora grāds	National categories recoded for international comparability: 1 = General secondary education / Vocational secondary education 2 = First level of professional higher education or technical school graduate 3 = Bachelor degree or equivalent / Second level of professional higher education and Bachelor degree or equivalent / Education equivalent to a Master's degree / Master's degree 4 = PhD
PQ-03	Malaysia	PQ-03	D	Nationally defined categories: 1 = Sijil 2 = Diploma 3 = Sarjana Muda 4 = Sarjana 5 = PhD	Nationally defined categories: 1 = Certificate 2 = Diploma 3 = Bachelor's degree / Master's degree 4 = PhD
PQ-03	Mexico	PQ-03	D	Nationally defined categories: 1 = Bachillerato, Profesional técnico o Normal Básica anterior a 1983 2 = Técnico superior universitario 3 = Normal Licenciatura, Licenciatura Universitaria, Licenciatura Tecnológica 4 = Maestría 5 = Doctorado	National categories recoded for international comparability: 1 = High school, professional technician or basic normal before 1983 2 = University superior technician 3 = Normal degree, university degree, technological degree / Master degree 4 = Doctorate
PQ-03	Netherlands	PQ-03	D	Nationally defined categories: 1 = Maximaal voortgezet onderwijs of mbo-plus 2 = Afgeronde Associate degree 3 = Afgeronde bacheloropleiding, hbo 4 = Afgeronde masteropleiding, hbo	National categories recoded for international comparability: 1 = Senior vocational training or less 2 = Associate degree 3 = Bachelor degree, applied sciences level / Master's degree, applied sciences level / Bachelor degree, academic level /

				5 = Afgeronde bacheloropleiding, wo 6 = Afgeronde masteropleiding, wo 7 = Gepromoveerd	Master's degree, academic level 4 = Post university
PQ-03	Norway	PQ-03	D	Nationally defined categories: 1 = Ikke fullført høyere utdanning 2 = Allmennlærerutdanning, eventuelt med videreutdanning, adjunkt 3 = Cand. Mag eller annen universitetsutdanning som varte i minst 3 år, men kortere enn 5 år 4 = En utdanning på universitet/høgskole som varte i minst 5 år(f.eks. hovedfag eller mastergrad) 5 = Doktorgrad	National categories recoded for international comparability: 1 = No higher education completed 2 = Category not administered or data not available 3 = General teacher education, including further education / Bachelor degree from university college or university longer than 3 years, but shorter than 5 years / Education from university college or university, at least 5 years long (e.g. Master's degree) 4 = Doctorate, PhD
PQ-03	Poland	PQ-03	D	Nationally defined categories: 1 = Szkoła policealna lub poniżej 2 = Zakład kształcenia nauczycieli (kolegium lub studium nauczycielskie) 3 = Wyższe zawodowe - tytuł licencjata, inżyniera 4 = Wyższe magisterskie 5 = Wyższe doktoranckie	National categories recoded for international comparability: 1 = Secondary education/post-secondary, non-tertiary education or below 2 = Vocational training 3 = Bachelor degree / Master's degree 4 = Doctoral programme
PQ-03	Portugal	PQ-03	D	Nationally defined categories: 1 = Inferior a Bacharelato 2 = Bacharelato ou equivalente 3 = Licenciatura ou equivalente 4 = Mestrado pós-bolonha (Mestrado 2º ciclo ou Mestrado integrado) 5 = Doutoramento ou Mestrado pré-bolonha, ou grau superior	Nationally defined categories: 1 = Below Bachelor's degree 2 = Bachelor's degree or equivalent 3 = Honour's degree or equivalent / Post-Bologna Master's (2nd cycle Master or integrated Master's Degree) or equivalent 4 = Doctorate or Pre-Bologna Master's or higher
PQ-03	Romania	PQ-03	D	Nationally defined categories: 1 = Învățământ liceal/postliceal 2 = Învățământ superior de scurtă durată - Colegii 3 = Studii universitare de licență 4 = Studii universitare de master 5 = Doctorat	National categories recoded for international comparability: 1 = Below tertiary education 2 = Tertiary non-university education 3 = Bachelor's degree / Master's degree 4 = Doctorate
PQ-03	Serbia	PQ-03	D	Nationally defined categories: 1 = Srednja škola 2 = Viša škola 3 = Fakultet 4 = Master 5 = Specijalizacija	National categories recoded for international comparability: 1 = High school 2 = Higher school 3 = Faculty / Master / Specialisation / Magister 4 = PhD

				6 = Magistratura 7 = Doktorat	
PQ-03	Singapore	PQ-03	D	Nationally defined categories: 1 = Post-secondary, non-tertiary formal education or below 2 = Polytechnic or other equivalent Diploma 3 = University Bachelor's Degree 4 = University Master's Degree 5 = Doctorate	National categories recoded for international comparability: 1 = Post-secondary, non-tertiary formal education or below 2 = Polytechnic or other equivalent Diploma 3 = University Bachelor's Degree / University Master's Degree 4 = Doctorate
PQ-03	Slovak Republic	PQ-03	D	Nationally defined categories: 1 = Nižšie ako vysokoškolské vzdelanie 2 = Vyššie odborné vzdelanie s titulom Dis. 3 = Vysokoškolské vzdelanie 1. stupňa (Bc.) 4 = Vysokoškolské vzdelanie 2. stupňa (Mgr., Ing., PhDr., RNDr., PaedDr. a ďalšie) 5 = Doktorandské vzdelanie (PhD. a CSc.)	National categories recoded for international comparability: 1 = Lower than university education 2 = Vocational training with Dis. degree 3 = University study of 1st degree (Bc) / University study of 2nd degree (Mgr., Ing., PhDr., RNDr., PaedDr. and others) 4 = Doctorate study (PhD. and CSc.)
PQ-03	Spain	PQ-03	D	Nationally defined categories: 1 = FP de Grau Superior 2 = Diplomatura, Llicenciatura, Grau o Màster 3 = Doctorat Nationally defined categories: 1 = FP de Grado Superior 2 = Diplomatura, Licenciatura, Grado o Máster 3 = Doctorado Nationally defined categories: 1 = Goi Mailako LH 2 = Diplomatura, Lizentziatura, Gradua edo Masterra 3 = Doktoretza Nationally defined categories: 1 = FP de Grao Superior 2 = Diplomatura, Licenciatura, Grao ou Máster 3 = Doutorado Nationally defined categories:	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = High level Vocational Studies 3 = Bachelor's Degree and Master 4 = PhD

				1 = FP de Grau Superior 2 = Diplomatura, Llicenciatura, Grau o Màster 3 = Doctorat	
PQ-03	Sweden	PQ-03	D	Nationally defined categories: 1 = Lägre än högskoleutbildning 2 = Högskoleutbildning upp till två år (t.ex. högskoleexamen) 3 = Universitets- eller högskoleutbildning omfattande tre till fem år (t.ex. kandidat- eller magisterexamen) 4 = Forskarutbildning (licentiatexamen eller doktorsexamen)	Nationally defined categories: 1 = Lower than tertiary education 2 = University Diploma/professional qualification 3 = Bachelor degree/Master's degree 4 = Postgraduate (licentiate or doctorate)
PQ-03	United States	PQ-03	D	Nationally defined categories: 1 = High school and/or some college courses 2 = Associate's degree 3 = Bachelor's degree 4 = Master's degree 5 = Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)	National categories recoded for international comparability: 1 = High school and/or some college courses 2 = Associate's degree 3 = Bachelor's degree / Master's degree 4 = Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)
PQ-04A-E	Bulgaria	PQ-04D	D	година/и стаж като учител (включете целия си преподавателски опит)	Year(s) working as a teacher (include your total teaching experience)
PQ-04A-E	Cyprus ¹⁷	PQ-04A-E	D	Stem of the question changed: Πόσα χρόνια υπηρεσίας έχετε; (συμπεριλάβετε και τη φετινή χρονιά) Stem of the question changed: How many years of work experience do you have? (including this year)	Stem of the question changed: How many years of work experience do you have? (including this year)
PQ-04A-E	Flanders (Belgium)	PQ-04A-E	D	Question instruction changed: Gelieve in elke rij een getal te noteren. Noteer 0 (nul) indien u geen ervaring heeft in een bepaalde functie. Tel een deel van een jaar als 1 jaar.	Question instruction changed: Please write a number in each row. Write 0 (zero) if you don't have any experience in a specific position. Count part of a year as 1 year.
PQ-04A-E	Flanders (Belgium)	PQ-04D	D	Jaar werk als leraar in totaal (tel ook de jaren mee waarin u lesgeven eventueel combineerde met een andere functie)	Year(s) working as a teacher in total (also include years in which you combined teaching with another position, should that be the case)
PQ-04A-E	France	PQ-04E	D	Nationally defined dimensions: 1 = Année(s) d'expérience en tant que personnel non enseignant d'un établissement scolaire (par exemple,	National dimensions recoded for international comparability: 1 = Year(s) working in other non-teaching school roles providing pedagogical support (e. g. as a principal education

¹⁷ See footnotes 2 and 3 at the beginning of this User Guide.

				conseiller principal d'éducation, assistant d'éducation, conseiller d'orientation-psychologue, etc.), sans charge de cours, avant de prendre vos fonctions de personnel de direction 2 = Année(s) d'expérience dans d'autres professions	advisor or a teaching assistant) before working in any school management role / Year(s) working in other jobs
PQ-04A-E	Italy	PQ-04C	D	Anno(i) di esperienza lavorativa in altro(i) ruolo(i) di management della scuola (p.e. vicario, collaboratore del dirigente, docente funzione strumentale, coordinatore di plesso o di dipartimento, ecc.; escludere gli anni di lavoro come dirigente scolastico)	Year(s) working in other school management roles (e.g. vice/deputy principal, collaborator of the principal, instrumental teacher, coordinator of plexus or department, etc.; do not include years working as a principal)
PQ-04A-E	Japan	PQ-04C	D	Tano kannrisyoku (hukukouchou, kyoutou) tositeno kinmunensuu (kouchou tositeno nensuuha hukumanai)	Year(s) working in other school management roles (vice-principal, assistant principal)
PQ-04A-E	Japan	PQ-04D	D	Kyointoshiteno tuusan kinmunensuu (kyouikuiinnkai no sidousyuzi nado toshiteno nensuuwo hukumu)	Years working as a teacher in total (including years as teacher trainers at a board of education)
PQ-04A-E	Malaysia	PQ-04D	D	Sebagai guru secara keseluruhan	Year(s) working as a teacher in total
PQ-04A-E	Netherlands	PQ-04D	D	Jaar als docent in totaal (inclusief de jaren waarin u eventueel naast doceren tevens een andere functie vervulde, binnen of buiten deze school)	Year(s) working as a teacher in total (including all years when you eventually had another job besides teaching, in or outside this school)
PQ-04A-E	Sweden	PQ-04D	D	Antal år som lärare totalt (inkludera alla år du har undervisat i någon omfattning)	Year(s) working as a teacher in total (include all years you have been teaching to some scope)
PQ-05	Croatia	PQ-05	D	Nationally defined categories: 1 = Puno radno vrijeme (90% punog radnog vremena ili više) bez obveze držanja nastave 2 = Puno radno vrijeme (90% punog radnog vremena ili više) sa obvezom držanja nastave	Nationally defined categories: 1 = Full work time (90% or more of full-time hours) without teaching obligation 2 = Full work time (90% or more of full-time hours) with teaching obligation 3 = Category not administered or data not available 4 = Category not administered or data not available
PQ-05	Czech Republic	PQ-05	D	Nationally defined categories: 1 = Plný úvazek včetně vyučovací povinnosti (90% či více času odpovídajícího plnému úvazku) 2 = Částečný úvazek včetně vyučovací povinnosti (méně než 90 % času odpovídajícího plnému úvazku) Nationally defined categories: 1 = Full-time including teaching obligation (90% or more of full-time hours)	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Full-time including teaching obligation (90% or more of full-time hours) 3 = Category not administered or data not available 4 = Part-time including teaching obligation (less than 90% of full-time hours)

				2 = Part-time including teaching obligation (less than 90% of full-time hours)	
PQ-05	Italy	PQ-05	D	Nationally defined categories: 1 = A tempo pieno senza obbligo di insegnamento 2 = A tempo pieno con obbligo di insegnamento	National categories recoded for international comparability: 1 = Full-time without teaching obligation 2 = Full-time with teaching obligation 3 = Category not administered or data not available 4 = Category not administered or data not available
PQ-05	Malaysia	PQ-05	D	Question instruction added: Dalam kajian ini, seorang pengetua yang memangku jawatannya juga dikira sebagai pengetua sepenuh masa, dan seorang pegawai yang menanggung kerja pengetua dikira sebagai pengetua separuh masa.	Question instruction added: In this survey, a principal who is acting as principal is considered as a full time principal and a teacher who is doing the job as a principal only when the principal is away is considered as a part time principal.
PQ-05	Netherlands	PQ-05	D	Nationally defined categories: 1 = Voltijds (0,9 fte of meer) zonder lesgevende taken 2 = Voltijds (0,9 fte of meer) met lesgevende taken 3 = Deeltijds (minder dan 0,9 fte) zonder lesgevende taken 4 = Deeltijds (minder dan 0,9 fte) met lesgevende taken	Nationally defined categories: 1 = Full-time (0,9 fte or more) without teaching obligation 2 = Full-time (0,9 fte or more) with teaching obligation 3 = Part-time (less than 0,9 fte) without teaching obligation 4 = Part-time (less than 0,9 fte) with teaching obligation
PQ-06A-C	Alberta (Canada)	PQ-06A	D	School administration or principal preparation programme or course	School administration or principal preparation programme or course
PQ-06A-C	Alberta (Canada)	PQ-06B	D	Teacher education programme or course	Teacher education programme or course
PQ-06A-C	Alberta (Canada)	PQ-06C	D	Instructional leadership programme or course	Instructional leadership programme or course
PQ-06A-C	Bulgaria	PQ-06A-C	D	Stem of the question changed: Кога (преди или след като бяхте назначен(а) за директор) бяха включени в академичната Ви или в професионалната Ви подготовка следните програми/курсове/ обучения?	Stem of the question changed: When (before or after you took up a position as principal) the following programmes/courses/trainings have been included in your formal education?
PQ-06A-C	Czech Republic	PQ-06C	D	Přípravný program nebo kurz zaměřený na řízení výuky ve škole Preliminary programme or course for school instructional leadership	Preliminary programme or course for school instructional leadership
PQ-06A-C	Denmark	PQ-06A	D	Diplom- eller masteruddannelse i ledelse af uddannelsesinstitutioner	Diploma or master education in leading/administering educational institutions

PQ-06A-C	Denmark	PQ-06A-C	D	Stem of the question changed: Har du gennemført nedenstående uddannelser/kurser, og hvis ja, var det før eller efter, at du blev leder?	Stem of the question changed: Have you completed the following education/courses and, if 'Yes', was it before or after you became a principal?
PQ-06A-C	Denmark	PQ-06B	D	Læreruddannelse, cand.mag./cand.scient. med pædagogikum, diplomuddannelse i pædagogik eller lign	Teacher training, master of humanities/master of science with in-service post university training or equivalent
PQ-06A-C	Denmark	PQ-06C	D	Uddannelse/kurser i pædagogisk ledelse	Education/training in pedagogical administration
PQ-06A-C	Japan	PQ-06A-C	D	Question instruction changed: (1)~(3) no sorezore ni tuite, atehamarumono hitotuni maruto tuketekudasai Nationally defined categories: 1 = Syuunin mae 2 = Syuunin go 3 = Syuunin mae to ato 4 = Iie	Question instruction changed: In each of the activities (1)-(3), please circle one choice Nationally defined categories: 1 = Before getting it 2 = After getting it 3 = Before and after getting it 4 = No (never)
PQ-06A-C	Japan	PQ-06C	D	Gakushuushidou nikansuru shidouryoku nituiteno kenshuu ya ko-su	Training or course related to leadership about teaching
PQ-06A-C	Norway	PQ-06A	D	Nationally defined dimensions: 1 = Skoleadministrasjonsutdanning 2 = Rektorutdanningsprogram eller kurs	National dimensions recoded for international comparability: 1 = School administration education or course / Principal education or course
PQ-06A-C	United States	PQ-06A-C	D	Stem of the question changed: Did the formal education you completed include the following and, if yes, was this before, after, or before and after you took up a position as principal?	Stem of the question changed: Did the formal education you completed include the following and, if yes, was this before, after, or before and after you took up a position as principal?
PQ-07A-C	Bulgaria	PQ-07A-C	D	Question instruction changed: Под “професионално развитие” се разбират дейностите, които имат за цел да развиват професионални знания и умения. За всяка от следните дейности отбележете “Да” или “Не” в част (А). Ако отговорът Ви в част (А) е “Да”, в част (Б) посочете броя дни, които сте отделили за тази дейност. Закръглете часовете до пълен работен ден (пълният работен ден е 6–8 часа). Моля, включете и дейностите, които сте извършвали в почивните дни, вечер или извън работно време.	Question instruction changed: Professional development is defined as activities that aim to develop an individual’s professional skills and knowledge. Please indicate ‘Yes’ or ‘No’ in part (A) for each of the activities listed below. If ‘Yes’ in part (A), please specify the number of days spent on the activity in part (B). Sum up the activity in full working days (a full working day is 6-8 hours). Please include activities taking place during weekends, evenings or other off work hours.
PQ-07A-C	Denmark	PQ-07A	D	I et professionelt netværk eller som del af forskningsaktivitet	In a research network or as part of a research activity

PQ-07A-C	Denmark	PQ-07B	D	I kurser, konferencer eller gennem observationsbesøg på andre skoler	In courses, conferences or observational visits to other schools
PQ-07A-C	Japan	PQ-07A	D	Senmontekina benkyoukai, sosikinaisidou (mentaringu) (teigiwa18pejisansyou), tyousakenkyu	In a professional study group, mentoring (see p.18 for the definition) or research activity
PQ-07A-C	Netherlands	PQ-07A	D	Nationally defined dimensions: 1 = Aan een professioneel netwerk 2 = Aan mentoring 3 = Aan een onderzoeksactiviteit	National dimensions recoded for international comparability: 1 = In a professional network / In mentoring / In a research activity
PQ-07A-C	Netherlands	PQ-07B	D	Nationally defined dimensions: 1 = Aan cursussen of conferenties 2 = Aan observatiebezoeken	National dimensions recoded for international comparability: 1 = In courses or conferences / In observational visits
PQ-08A-G	Bulgaria	PQ-08B	D	Обучението е прекалено скъпо	Professional development is too expensive
PQ-08A-G	Denmark	PQ-08B	D	Kompetenceudvikling er for dyrt	Professional development is too expensive
PQ-08A-G	Japan	PQ-08A-G	D	Stem of the question changed: Donoteido samatageni naruto omoimasuka? Nationally defined categories: 1 = Mattaku syougaini naranai 2 = Syougai naranai 3 = Syougaini naru 4 = Hizyouni syougaini naru	Stem of the question changed: To what extent do the following present barriers to your participation? Nationally defined categories: 1 = It never becomes a barrier at all 2 = It does not become a barrier 3 = It becomes a barrier 4 = It becomes a barrier strongly
PQ-08A-G	Japan	PQ-08B	D	Syokunoukaihatsuha hiyouga takasugiru	Professional development is too expensive
PQ-08A-G	Sweden	PQ-08A	D	Jag har ingen formell behörighet (t.ex. kvalifikationer, erfarenhet, tjänsteår)	I do not have the formal competence (e.g. qualifications, experience, seniority)
PQ-08A-G	Sweden	PQ-08A-G	D	Stem of the question changed: I vilken utsträckning håller du med om att något av följande utgör hinder för din kompetensutveckling inom yrket?	Stem of the question changed: How strongly do you agree that the following present barriers to your participation in professional development?
PQ-08A-G	Sweden	PQ-08B	D	Kompetensutvecklingen är för dyr/ kostar orimligt mycket	Professional development is too expensive/ the costs are unreasonably high
PQ-09	Australia	PQ-09	D	Nationally defined categories: 1 = Very small town or rural area (1000 people or fewer) 2 = Country town (1001 to 3000 people) 3 = Small town (3001 to 15,000 people) 4 = Town (15,001 to 100,000 people)	Nationally defined categories: 1 = Very small town or rural area (1000 people or fewer) 2 = Country town (1001 to 3000 people) 3 = Small town (3001 to 15,000 people) 4 = Town (15,001 to 100,000 people)

				5 = City (100,001 to 1,000,000 people) 6 = Large city (more than 1,000,000 people)	5 = City (100,001 to 1,000,000 people) 6 = Large city (more than 1,000,000 people)
PQ-09	Bulgaria	PQ-09	D	Stem of the question changed: How many people live in the location where your school is located? Nationally defined categories: 1 = До 1 000 души 2 = 1 001 - 3 000 души 3 = 3 001 - 15 000 души 4 = 15 001 - 100 000 души 5 = 100 001 - 1 000 000 души 6 = Над 1 000 000 души	Stem of the question changed: How many people live in the location where your school is located? Nationally defined categories: 1 = Up to 1,000 people 2 = 1,001 - 3,000 people 3 = 3,001 - 15,000 people 4 = 15,001 - 100,000 people 5 = 100,001 - 1,000,000 people 6 = More than 1,000,000 people
PQ-09	Chile	PQ-09	D	Nationally defined categories: 1 = Aldea o asentamiento rural (menos de 1.001 personas) 2 = Pueblo (1.001 a 3.000 personas) 3 = Ciudad pequeña (3.001 a 15.000 personas) 4 = Ciudad mediana (15.001 a 100.000 personas) 5 = Ciudad grande (100.001 a 1.000.000 de personas) 6 = Metropolis (más de 1.000.000 de personas)	Nationally defined categories: 1 = Hamlet or rural area (1,000 people or fewer) 2 = Village (1,001 to 3,000 people) 3 = Little city (3,001 to 15,000 people) 4 = Medium city (15,001 to 100,000 people) 5 = Large city (100,001 to 1,000,000 people) 6 = Metropolis (more than 1,000,000 people)
PQ-09	Cyprus ¹⁸	PQ-09	D	Nationally defined categories: 1 = Μικρό χωριό (μέχρι 1,000 κάτοικοι) 2 = Μεγάλο χωριό (1,001 μέχρι 3,000 κάτοικοι) 3 = Κωμόπολη (3,001 μέχρι 15,000 κάτοικοι) 4 = Μικρή πόλη (15,001 μέχρι 100,000 κάτοικοι) 5 = Μεγάλη πόλη (περισσότεροι από 100,000 κάτοικοι) Nationally defined categories: 1 = Small village (1,000 people or fewer) 2 = Large village (1,001 to 3,000 people) 3 = Town (3,001 up to 15,000 people) 4 = Small city (15,001 to 100,000 people) 5 = Large city (more than 100,000 people)	National categories recoded for international comparability: 1 = Small village (1,000 people or fewer) 2 = Large village (1,001 to 3,000 people) 3 = Town (3,001 to 15,000 people) 4 = Small city (15,001 to 100,000 people) 5 = Large city (more than 100,000 people) 6 = Category not administered or data not available
PQ-09	Czech Republic	PQ-09	D	Nationally defined categories: 1 = Obec s 1 000 obyvateli či méně	Nationally defined categories: 1 = Municipality with 1000 inhabitants or fewer

¹⁸ See footnotes 2 and 3 at the beginning of this User Guide.

				<p>2 = Obec s 1 001 až 3 000 obyvateli 3 = Obec s 3 001 až 15 000 obyvateli 4 = Obec s 15 001 až 100 000 obyvateli 5 = Obec s 100 001 až 1 000 000 obyvatel 6 = Obec s více než 1 000 000 obyvatel</p> <p>Nationally defined categories: 1 = Municipality with 1000 inhabitants or fewer 2 = Municipality with 1,001 to 3,000 inhabitants 3 = Municipality with 3,001 to 15,000 inhabitants 4 = Municipality with 15,001 to 100,000 inhabitants 5 = Municipality with 100,001 to 1,000,000 inhabitants 6 = Municipality with more than 1,000,000 inhabitants</p>	<p>2 = Municipality with 1,001 to 3,000 inhabitants 3 = Municipality with 3,001 to 15,000 inhabitants 4 = Municipality with 15,001 to 100,000 inhabitants 5 = Municipality with 100,001 to 1,000,000 inhabitants 6 = Municipality with more than 1,000,000 inhabitants</p>
PQ-09	Denmark	PQ-09	D	<p>Nationally defined categories: 1 = Færre end 1.000 indbyggere 2 = 1.001 - 3.000 indbyggere 3 = 3.001 - 15.000 indbyggere 4 = 15.001 - 100.000 indbyggere 5 = 100.001 - 1.000.000 indbyggere 6 = Flere end 1.000.000 (hovedstadsområdet)</p>	<p>Nationally defined categories: 1 = Less than 1,000 inhabitants 2 = 1,001 - 3,000 inhabitants 3 = 3,001 - 15,000 inhabitants 4 = 15,001 - 100,000 inhabitants 5 = 100,001 - 1,000,000 inhabitants 6 = More than 1,000,000 inhabitants (the capital area)</p>
PQ-09	Estonia	PQ-09	D	<p>Nationally defined categories: 1 = Küla või maapiirkond (vähem kui 1,000 elanikku) 2 = Alev (1,001 kuni 3,000 elanikku) 3 = Väikelinn (3,001 kuni 15,000 elanikku) 4 = Linn (15,001 kuni 100,000 elanikku) 5 = Tartu 6 = Tallinn</p>	<p>National categories recoded for international comparability: 1 = Hamlet or rural area (less than 1,000 people) 2 = Borough (1,001 to 3,000 people) 3 = Small town (3,001 to 15,000 people) 4 = Town (15,001 to 100,000 people) 5 = Tartu / Tallinn 6 = Category not administered or data not available</p>
PQ-09	Finland	PQ-09	D	<p>Nationally defined categories: 1 = Pieni kylä tai maaseutualue (enintään 1 000 asukasta) 2 = Kylä (1 001 - 3 000 asukasta) 3 = Pieni kaupunki (3 001 - 15 000 asukasta) 4 = Keskikokoinen kaupunki (15 001 - 100 000 asukasta) 5 = Iso kaupunki (yli 100 000 asukasta)</p> <p>Nationally defined categories: 1 = Liten by eller landsbygd (högst 1 000 invånare) 2 = By (1 001 - 3 000 invånare) 3 = Liten stad (3 001 - 15 000 invånare)</p>	<p>National categories recoded for international comparability: 1 = Hamlet or rural area (1 000 people or fewer) 2 = Village (1 001 - 3 000 people) 3 = Small town (3 001 - 15 000 people) 4 = Town (15 001 - 100 000 people) 5 = City (over 100 000 people) 6 = Category not administered or data not available</p>

				4 = Medelstor stad (15 001 - 100 000 invånare) 5 = Stor stad (över 100 000 invånare)	
PQ-09	Flanders (Belgium)	PQ-09	D	Nationally defined categories: 1 = Gehucht of landelijk gebied (1.000 inwoners of minder) 2 = Dorp (van 1.001 tot 3.000 inwoners) 3 = Gemeente of kleine stad (van 3.001 tot 15.000 inwoners) 4 = Stad (van 15.001 tot 100.000 inwoners) 5 = Grote stad (van 100.001 tot 1.000.000 inwoners)	Nationally defined categories: 1 = Hamlet or rural area (1,000 people or fewer) 2 = Village (1,001 to 3,000 people) 3 = Small town (3,001 to 15,000 people) 4 = Town (15,001 to 100,000 people) 5 = City (100,001 to 1,000,000 people) 6 = Category not administered or data not available
PQ-09	France	PQ-09	D	Stem of the question changed: Où se situe votre établissement? Nationally defined categories: 1 = Dans une commune de 1 000 habitants ou moins 2 = Dans une commune de 1 001 à 3 000 habitants 3 = Dans une commune de 3 001 à 15 000 habitants 4 = Dans une commune de 15 001 à 100 000 habitants 5 = Dans une commune de 100 001 à 1 000 000 habitants 6 = Dans une commune de plus de 1 000 000 habitants	Stem of the question changed: Where is your school located? Nationally defined categories: 1 = In a locality of 1,000 people or fewer 2 = In a locality from 1,001 to 3,000 people 3 = In a locality from 3,001 up to 15,000 people 4 = In a locality from 15,001 to 100,000 people 5 = In a locality from 100,001 to 1,000,000 people 6 = In a locality of more than 1,000,000 people
PQ-09	Iceland	PQ-09	D	Nationally defined categories: 1 = 1000 íbúar eða færri 2 = 1001 til 3000 íbúar 3 = 3001 til 15.000 íbúar 4 = 15.001 til 100.000 íbúar 5 = Fleiri en 100.000 íbúar	National categories recoded for international comparability: 1 = 1000 inhabitants or fewer 2 = 1001 to 3000 inhabitants 3 = 3001 to 15.000 inhabitants 4 = 15.001 to 100.000 inhabitants 5 = More than 100.000 inhabitants 6 = Category not administered or data not available
PQ-09	Israel	PQ-09	D	Nationally defined categories: 1 = 1,000 أو أقل بلدة عدد سكانها 2 = 3,000 قسمن 1,001 بلدة عدد سكانها بين 3 = 15,000 قسمن 3,001 بلدة عدد سكانها بين 4 = 100,000 قسمن 15,001 بلدة عدد سكانها بين 5 = 1,000,000 قسمن 100,001 بلدة عدد سكانها بين Nationally defined categories: 1 = תוחפ וא מיבשות 1,000 הנומה בושיי 2 = מיבשות 3,000 דע 1,001-מ הנומה בושיי 3 = מיבשות 15,000 דע 3,001-מ הנומה בושיי 4 = מיבשות 100,000 דע 15,001-מ הנומה בושיי	Nationally defined categories: 1 = Location with 1,000 people or less 2 = Location with 1,001-3,000 people 3 = Location with 3,001-15,000 people 4 = Location with 15,001-100,000 people 5 = Location with 100,001-1,000,000 people 6 = Category not administered or data not available

				5 = מִיבִּשּׁוֹת 1,000,000 דַּע 100,001-מ הַנּוֹמָה בּוֹשִׁי	
PQ-09	Italy	PQ-09	D	Nationally defined categories: 1 = Un piccolo comune o frazione di comune o area rurale (1.000 abitanti o meno) 2 = Un piccolo paese (da 1.001 a 3.000 abitanti) 3 = Un paese (da 3.001 a 15.000 abitanti) 4 = Una piccola città (da 15.001 a 100.000 abitanti) 5 = Una città (da 100.001 a 1.000.000 di abitanti) 6 = Una grande città (più di 1.000.000 di abitanti)	Nationally defined categories: 1 = Small village, hamlet or rural area (1,000 people or fewer) 2 = Village (1,001 to 3,000 people) 3 = Small town (3,001 up to 15,000 people) 4 = Town (15,001 to 100,000 people) 5 = City (100,001 to 1,000,000 people) 6 = Large city (more than 1,000,000 people)
PQ-09	Japan	PQ-09	D	Nationally defined categories: 1 = Zinkou 1,000 nin ika no shityouson 2 = Zinkou 1,000 nin wo koe, 3,000 nin ikano shityouson 3 = Zinkou 3,000 nin wo koe 1 man 5,000 nin ikano no s hityouson 4 = Zinkou 1 man 5,000 nin wo koe 10 man nin ikano shityouson 5 = Zinkou 10 man nin wo koe 100 man nin ikano shityouson 6 = Zinko 100 man nin wo koeru shityouson	Nationally defined categories: 1 = Village, town, or city with 1,000 or less than 1,000 people 2 = Village, town, or city of more than 1,000 people and with 3,000 or less than 3,000 people 3 = Village, town, or city of more than 3,000 people and with 15,000 or less than 15,000 people 4 = Village, town, or city of more than 15,000 and with 100,000 or less than 100,000 people 5 = Village, town, or city of more than 100,000 people and with 1,000,000 or less than 1,000,000 people 6 = Village, town, or city of more than 1,000,000 people
PQ-09	Korea	PQ-09	D	Nationally defined categories: 1 = 촌락 또는 농촌지역 2 = 읍 3 = 면 4 = 군 5 = 중소 도시 6 = 대도시	Nationally defined categories: 1 = Hamlet or rural area 2 = Village 3 = Township 4 = District 5 = City 6 = Large city
PQ-09	Latvia	PQ-09	D	Nationally defined categories: 1 = Mazs ciems vai lauku teritorija (mazāk kā 1 000 iedzīvotāju) 2 = Ciems (1 001 līdz 3 000 iedzīvotāji) 3 = Mazpilsēta (3 001 līdz 15 000 iedzīvotāji) 4 = Pilsēta (15 001 līdz 20 000 iedzīvotāji) 5 = Liela pilsēta (20 001 līdz 100 000) 6 = Lielpilsēta (100 001 līdz 500 000 iedzīvotāji) 7 = Galvaspilsēta 500 001 līdz 1 000 000	National categories recoded for international comparability: 1 = Hamlet or rural area (less than 1,000 people) 2 = Village (1,001 to 3,000 people) 3 = Small town (3,001 up to 15,000 people) 4 = Town (15,001 to 20,000 people) / Big town (20,001 to 100,000 people) 5 = City (100,001 to 500,000 people) / Capital (500,001 to 1,000,000 people) 6 = Category not administered or data not available
PQ-09	Mexico	PQ-09	D	Nationally defined categories: 1 = Área rural (1,000 habitantes o menos)	Nationally defined categories: 1 = Rural area (1,000 people or less)

				2 = Pueblo (1,001 a 3,000 habitantes) 3 = Población pequeña (3,001 a 15,000 habitantes) 4 = Población (15,001 a 100,000 habitantes) 5 = Ciudad (100,001 a 1,000,000 de habitantes) 6 = Ciudad Grande (más de 1,000,000 de habitantes)	2 = Village (1,001 to 3,000 people) 3 = Small Town (3,001 up to 15,000 people) 4 = Town (15,000 to 100,000 people) 5 = City (100,001 to 1,000,000 people) 6 = Large city (more than 1,000,000 people)
PQ-09	Netherlands	PQ-09	D	Nationally defined categories: 1 = 1 000 inwoners of minder 2 = 1 001 tot en met 3 000 inwoners 3 = 3 001 tot en met 15 000 inwoners 4 = 15 001 tot en met 100 000 inwoners 5 = 100 001 inwoners of meer	National categories recoded for international comparability: 1 = 1,000 people or fewer 2 = 1,001 to 3,000 people 3 = 3,001 up to 15,000 people 4 = 15,001 to 100,000 people 5 = 100,001 people or more 6 = Category not administered or data not available
PQ-09	Norway	PQ-09	D	Nationally defined categories: 1 = Et lite sted med 1000 eller færre innbyggere 2 = Et lite sted med 1001-3000 innbyggere 3 = En liten by med 3001-15000 innbyggere 4 = By med 15001 til 100 000 innbyggere 5 = By med mer enn 100 000 innbyggere	National categories recoded for international comparability: 1 = A small place with less than 1000 people 2 = A small place with 1001-3000 people 3 = Small town with 3001-15000 people 4 = Town with 15 001 to 100 000 people 5 = Town with more than 100 001 people 6 = Category not administered or data not available
PQ-09	Poland	PQ-09	D	Nationally defined categories: 1 = Miejscowość do 1000 mieszkańców 2 = Wieś lub miasto (1.001 do 3.000 mieszkańców) 3 = Małe miasto (3.001 do 15.000 mieszkańców) 4 = Średnie miasto (15.001 do 100.000 mieszkańców) 5 = Duże miasto (100.001 do 1.000.000 mieszkańców) 6 = Miasto powyżej 1.000.000 mieszkańców	Nationally defined categories: 1 = Location with less than 1,000 inhabitants 2 = Village or a town (1,001 to 3,000 inhabitants) 3 = Small town (3,001 to 15,000 inhabitants) 4 = Medium town (15,001 to 100,000 inhabitants) 5 = Large town (100,001 to 1,000,000 inhabitants) 6 = Town with more than 1,000,000 inhabitants
PQ-09	Portugal	PQ-09	D	Nationally defined categories: 1 = Lugar ou zona rural (1 000 habitantes ou menos) 2 = Aldeia ou vila de pequena dimensão (1 001 a 3 000 habitantes) 3 = Vila ou cidade de pequena dimensão (3 001 a 15 000 habitantes) 4 = Cidade (15 001 to 100 000 habitantes) 5 = Cidade de grande dimensão (100 001 a 1 000 000 habitantes) 6 = Metrópole (mais do que 1 000 000 habitantes)	Nationally defined categories: 1 = Hamlet or rural area (1,000 inhabitants or fewer) 2 = Village or small town (1,001 to 3,000 inhabitants) 3 = Town or small city (3,001 to 15,000 inhabitants) 4 = City (15,001 to 100,000 inhabitants) 5 = Large city (100,001 to 1,000,000 inhabitants) 6 = Metropolis (more than 1,000,000 inhabitants)
PQ-09	Singapore	PQ-09	D	Gang punched to "Large city (more than 1,000,000 people)"	Gang punched to "Large city (more than 1,000,000 people)"

PQ-09	Slovak Republic	PQ-09	D	<p>Nationally defined categories:</p> <p>1 = 1,000 a menej obyvateľov 2 = 1,001 až 3,000 obyvateľov 3 = 3,001 až 15,000 obyvateľov 4 = 15,001 až 30,000 obyvateľov 5 = 30,001 až 100,000 obyvateľov 6 = Viac ako 100,001 obyvateľov</p>	<p>National categories recoded for international comparability:</p> <p>1 = Less than 1,000 people 2 = 1,001 to 3,000 people 3 = 3,001 up to 15,000 people 4 = 15,001 to 30,000 people / 30,001 to 100,000 people 5 = More than 100,001 people 6 = Not administered</p>
PQ-09	Spain	PQ-09	D	<p>Nationally defined categories:</p> <p>1 = Poblet o zona rural (1.000 habitants o menys) 2 = Poble (de 1.001 a 3.000 habitants) 3 = Ciutat petita (de 3.001 a 15.000 habitants) 4 = Ciutat mitjana (de 15.001 a 100.000 habitants) 5 = Ciutat gran (de 100.001 a 1.000.000 d'habitants) 6 = Ciutat gran de més de 1.000.000 d'habitants</p> <p>Nationally defined categories:</p> <p>1 = Aldea o población rural (1.000 habitantes o menos) 2 = Pueblo (de 1001 a 3 000 habitantes) 3 = Ciudad pequeña (de 3.001 a 15.000 habitantes) 4 = Ciudad de tamaño medio (de 15.001 a 100.000 habitantes) 5 = Ciudad grande (de 100.001 a 1.000.000 de habitantes) 6 = Ciudad grande de más de 1.000.000 de habitantes</p> <p>Nationally defined categories:</p> <p>1 = Herrixka eta landa-giroko herria (1.000 biztanle edo gutxiago) 2 = Herrixka (1.001 eta 3.000 biztanle artean) 3 = Herri txikia (3.001 eta 15.000 biztanle artean) 4 = Hiri ertaina (15.001 eta 100.000 biztanle artean) 5 = Hiri (100.001 eta 1.000.000 biztanle artean) 6 = Hiri handia (1.000.000 biztanle baino gehiago)</p> <p>Nationally defined categories:</p> <p>1 = Aldea ou poboación rural (1.000 habitantes ou menos) 2 = Pobo (de 1001 a 3 000 habitantes) 3 = Cidade pequena (de 3.001 a 15.000 habitantes) 4 = Cidade de tamanho medio (de 15.001 a 100.000 habitantes) 5 = Cidade grande (de 100.001 a 1.000.000 de habitantes)</p>	<p>Nationally defined categories:</p> <p>1 = Hamlet or rural area (less than 1,000 people) 2 = Village (1,001 to 3,000 people) 3 = Small town (3,001 up to 15,000 people) 4 = A middle sized city (15,001 to 100,000 people) 5 = A large city (100,001 to 1,000,000 people) 6 = A large city of more than 1,000,000 people</p>

PQ-10	Australia	PQ-10	D	<p>Nationally defined categories / Category instruction changed: 1 = Publicly-managed 2 = Catholic systemic-managed This is a school managed by a regional Catholic Diocese 3 = Privately-managed This is a school managed by a non-government organisation; e.g. a trade union, business, religious or other private institution (includes Independent and Catholic Independent schools)</p>	<p>National categories recoded for international comparability / Category instruction changed: 1 = Publicly-managed 2 = Catholic systemic-managed (This is a school managed by a regional Catholic Diocese) / Privately-managed (This is a school managed by a non-government organisation; e.g. a trade union, business, religious or other private institution (includes Independent and Catholic Independent schools))</p>
PQ-10	Bulgaria	PQ-10	D	<p>Stem of the question changed: Какво е това училище според вида на финансиране?</p> <p>Nationally defined categories/Category instruction changed: 1 = Държавно или общинско Category instruction omitted 2 = Частно Category instruction omitted</p>	<p>Stem of the question changed: What is the school according to the financial management?</p> <p>Nationally defined categories/Category instruction changed: 1 = Governmental or municipal Category instruction omitted 2 = Private Category instruction omitted</p>
PQ-10	Czech Republic	PQ-10	D	<p>Stem of the question changed: Je tato škola veřejná, nebo neveřejná?</p> <p>Nationally defined categories / Category instruction changed: 1 = Veřejná Zřizovatelem je obec či svazek obcí, kraj, MŠMT či jiný ústřední orgán státní správy 2 = Neveřejná Zřizovatelem je soukromý subjekt či církev</p> <p>Stem of the question changed: Is this school public or non-public?</p> <p>Nationally defined categories / Category instruction changed: 1 = Public The promoter is a municipality or an alliance of more municipalities, a district, the Ministry of Education, Youth and Sports or other central authority of state administration 2 = Non-public The promoter is a private body or a church</p>	<p>Stem of the question changed: Is this school public or non-public?</p> <p>Nationally defined categories / Category instruction changed: 1 = Public The promoter is a municipality or an alliance of more municipalities, a district, the Ministry of Education, Youth and Sports or other central authority of state administration 2 = Non-public The promoter is a private body or a church</p>
PQ-10	Denmark	PQ-10	D	<p>Nationally defined categories/Category instruction changed: 1 = Offentlig</p>	<p>Nationally defined categories/Category instruction changed: 1 = Public</p>

				<p>Ved offentlig skole forstås en skole, der direkte eller indirekte ledes af en statslig/offentlig uddannelsesmyndighed, herunder selvejende institutioner, der er fuldt finansieret af staten</p> <p>2 = Privat skole</p> <p>Ved privat skole forstås en skole, der direkte eller indirekte ledes af en ikke-statslig/offentlig organisation, eksempelvis en kirke eller en anden privat institution</p>	<p>A public school is defined as a school directly or indirectly governed by a state/official authorities, including self-governing institutions fully financed by the state</p> <p>2 = Private school</p> <p>A private school is defined as a school directly or indirectly governed by a non-governmental organisation, e.g. a church or another private institution</p>
PQ-10	England (United Kingdom)	PQ-10	D	<p>Dimension instruction changed:</p> <p>1 = Publicly-managed</p> <p>This is a school managed by a local education or government authority; e.g. community, foundation, VA and VC schools</p> <p>2 = Privately-managed</p> <p>This is a school managed by a non-government organisation; e.g. academies, free schools and independent schools</p>	<p>Dimension instruction changed:</p> <p>1 = Publicly-managed</p> <p>This is a school managed by a local education or government authority; e.g. community, foundation, VA and VC schools</p> <p>2 = Privately-managed</p> <p>This is a school managed by a non-government organisation; e.g. academies, free schools and independent schools</p>
PQ-10	Flanders (Belgium)	PQ-10	D	<p>Stem of the question changed:</p> <p>Tot wel net behoort deze school?</p> <p>Nationally defined categories:</p> <p>1 = Een school van het GO!</p> <p>2 = Een school van het gesubsidieerd officieel onderwijs</p> <p>3 = Een school van het gesubsidieerd vrij onderwijs</p>	<p>Stem of the question changed:</p> <p>To which network does this school belong?</p> <p>National categories recoded for international comparability:</p> <p>1 = A school of official education / A school of grant-aided official education</p> <p>2 = A school of grant-aided free education</p>
PQ-10	France	PQ-10	D	<p>Stem of the question changed:</p> <p>A quel secteur appartient votre établissement ?</p> <p>Nationally defined categories/Category instruction changed:</p> <p>1 = Public</p> <p>Category instruction omitted</p> <p>2 = Privé</p> <p>Category instruction omitted</p>	<p>Stem of the question changed:</p> <p>To which sector does your school belong ?</p> <p>Nationally defined categories/Category instruction changed:</p> <p>1 = Public</p> <p>Category instruction omitted</p> <p>2 = Private</p> <p>Category instruction omitted</p>
PQ-10	Israel	PQ-10	D	<p>هيئة دينية</p>	Religious body
PQ-10	Italy	PQ-10	D	Enti religiosi	Religious institutions
PQ-10	Japan	PQ-10	D	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Kokkouritu</p> <p>Category instruction omitted</p> <p>2 = Shiritu</p> <p>Category instruction omitted</p>	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = National or public managed</p> <p>Category instruction omitted</p> <p>2 = Privately-managed</p> <p>Category instruction omitted</p>
PQ-10	Korea	PQ-10	D	종교재단	Religious foundation

PQ-10	Malaysia	PQ-10	D	Institusi keagamaan	Religious body
PQ-10	Norway	PQ-10	D	Nationally defined categories / Category instruction changed: 1 = Offentlig skole Category instruction omitted 2 = Privat skole Category instruction omitted	Nationally defined categories / Category instruction changed: 1 = Publicly managed (public school) Category instruction omitted 2 = Privately managed (private school) Category instruction omitted
PQ-10	Poland	PQ-10	D	Nationally defined categories / Category instruction changed: 1 = Publiczna Szkoła publiczna to szkoła prowadzona przez państwowe władze oświatowe, instytucje państwowe, władze samorządowe lub rady zarządzające ustanowione przez władze państwowe lub wybrane w ramach procesu zlecania zadań publicznych 2 = Niepubliczna Szkoła niepubliczna to szkoła prowadzona przez instytucję niepaństwową; np: kościół, organizację pozarządową, związek zawodowy, przedsiębiorstwo, inną prywatną instytucję lub osobę	Nationally defined categories / Category instruction changed: 1 = Public school Public school is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise 2 = Non-public school Non-public school is a school managed by a non-public institution; e.g. a church, NGO, trade union, business or other private institution or person
PQ-10	Portugal	PQ-10	D	Uma confissão religiosa	Religious affiliation
PQ-10	Singapore	PQ-10	D	Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise. Independent schools and Integrated Programme (IP) schools are considered as publicly-managed schools. 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a religious organisation, trade union, business or other private institution.	Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise. Independent schools and Integrated Programme (IP) schools are considered as publicly-managed schools. 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a religious organisation, trade union, business or other private institution.
PQ-10	Spain	PQ-10	D	Una institución religiosa Una institución religiosa Erljio-erakunde	A religious institution

				Unha institución relixiosa Una institución religiosa	
PQ-10	Sweden	PQ-10	D	Ett religiöst samfund	Religious community
PQ-10	United States	PQ-10	D	Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, or governing board appointed by government or elected by public franchise 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a religious institution, trade union, business or other private institution	Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, or governing board appointed by government or elected by public franchise 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a religious institution, trade union, business or other private institution
PQ-11A-B	Bulgaria	PQ-11A-B	D	Gang punched to principals' responses to question 10 "What is the school according to the financial management?"	Gang punched to principals' responses to question 10 "What is the school according to the financial management?"
PQ-11A-B	Chile	PQ-11A-B	D	Estado	Estate
PQ-11A-B	Croatia	PQ-11A-B	D	Država	State
PQ-11A-B	Czech Republic	PQ-11A-B	D	Z veřejných zdrojů Dimension instruction changed: Zahrnuje zdroje na všech úrovních státní správy Public resources Dimension instruction changed: Includes resources at all levels of state administration	Public resources Dimension instruction changed: Includes resources at all levels of state administration
PQ-11A-B	Denmark	PQ-11A-B	D	Gang punched to "Yes"	Gang punched to "Yes"
PQ-11A-B	England (United Kingdom)	PQ-11A-B	D	Central or local government Dimension instruction omitted	Central or local government Dimension instruction omitted
PQ-11A-B	Finland	PQ-11A-B	D	Kunnalta tai valtiolta	Municipality or state

				Från kommunen eller staten	
PQ-11A-B	Flanders (Belgium)	PQ-11A-B	D	Gang punched to "Yes"	Gang punched to "Yes"
PQ-11A-B	France	PQ-11A-B	D	Dimension instruction changed: Locaux, départementaux, régionaux ou nationaux	Dimension instruction changed: Includes local, departments, regional and national
PQ-11A-B	Iceland	PQ-11A-B	D	Ríkissjóði/sveitarfélagi	State/local government
PQ-11A-B	Israel	PQ-11A-B	D	רשויות שלטון	Government authorities
PQ-11A-B	Italy	PQ-11A-B	D	Amministrazioni Pubbliche Dimension instruction changed: Includendo ministeri, enti locali e regionali	Public Administration Dimension instruction changed: Includes ministries, local and regional institutions
PQ-11A-B	Japan	PQ-11A-B	D	Kouteki shikin	Public funding
PQ-11A-B	Latvia	PQ-11A-B	D	Valsts un pašvaldība	State and municipality
PQ-11A-B	Netherlands	PQ-11A-B	D	Gang punched to "Yes"	Gang punched to "Yes"
PQ-11A-B	Norway	PQ-11A-B	D	Offentlige	Public sector
PQ-11A-B	Poland	PQ-11A-B	D	Środków publicznych	Public funds
PQ-11A-B	Portugal	PQ-11A	D	Origem estatal Dimension instruction changed: Inclui qualquer nível territorial da administração pública e dos órgãos governativos	State administration Dimension instruction changed: Includes any territorial level of public administration and governing organs
PQ-11A-B	Portugal	PQ-11B	D	Estado Dimension instruction changed: Inclui qualquer nível territorial da administração pública e dos órgãos governativos	State administration Dimension instruction changed: Includes any territorial level of public administration and governing organs
PQ-11A-B	Romania	PQ-11A-B	D	Dimension instruction changed: Local, municipal, județean, național	Dimension instruction changed: Local, municipal, county, national
PQ-11A-B	Serbia	PQ-11A-B	D	Vlada Republike Srbije	Government of Republic of Serbia
PQ-11A-B	Serbia	PQ-11B	D	Dimension instruction changed: Uključujući odeljenja lokalne, regionalne i republičke vlasti	Dimension instruction changed: Including departments of local, regional and republic authority

PQ-11A-B	Singapore	PQ-11A-B	D	Ministry of Education	Ministry of Education
PQ-11A-B	Slovak Republic	PQ-11A-B	D	Štátnych zdrojov	State resources
PQ-11A-B	Spain	PQ-11A-B	D	<p>Dimension instruction changed: Inclou governs locals, municipals, autonòmics i estatals</p> <p>Dimension instruction changed: Incluidos gobiernos locales, autonómicos y nacionales</p> <p>Dimension instruction changed: Tokiko gobernuak, erkidegokoak eta nazionalak sartzen dira hor</p> <p>Dimension instruction changed: Incluídos os governos locais, autonómico e nacional</p> <p>Dimension instruction changed: Inclosos governs locals, autonòmics i nacionals</p>	Dimension instruction changed: Includes local, regional and national governments
PQ-11A-B	Sweden	PQ-11A-B	D	Gang punched to "Yes"	Gang punched to "Yes"
PQ-11A-B	United States	PQ-11A-B	D	Dimension instruction changed: Includes local, state and national	Dimension instruction changed: Includes local, state and national
PQ-12A-E	Australia	PQ-12B	D	And school counsellors	And school counsellors
PQ-12A-E	Croatia	PQ-12B	D	Dimension instruction changed: Uključujući sve pomoćne učitelje ili drugo nenastavno osoblje koje drži obuku ili daje podršku učiteljima u izvedbi nastave, psihologe, pedagoge, defektologe, logopede, itd.	Dimension instruction changed: Including all teacher assistants or other non-teaching staff who provide instruction or support teachers in providing instruction, psychologists, pedagogues, defectologists, speech therapists, etc.
PQ-12A-E	Czech Republic	PQ-12B	D	<p>A zdravotních pracovníků</p> <p>And medical employees</p>	And medical employees
PQ-12A-E	Denmark	PQ-12A-E	D	<p>Stem of question changed: Hvor mange medarbejdere er aktuelt beskæftiget på skolen</p>	<p>Stem of question changed: How many employees are currently employed at the school</p>

				(inklusive alle afdelinger) inden for hver af de nævnte stillingstyper?	(including all sub-departments) within each of the mentioned job categories?
PQ-12A-E	Denmark	PQ-12B	D	Personer, der yder pædagogisk støtte, uanset på hvilket klassetrin/i hvilken aldersgruppe Dimension instruction changed: Herunder undervisningsassistenter eller andre støttepersoner, der instruerer eller støtter lærerne i undervisningen, men som ikke er uddannede lærere/undervisere, samt konsulenter, studievejledere, andre vejledere, psykologer og socialrådgivere	Personnel who support pedagogically irrespective of the grade/age group Dimension instruction changed: Including teacher assistants and other support persons who instruct or support the teacher's teaching but who are not trained teachers/educators and consultants, study counsellors, other counsellors, psychologists and social workers
PQ-12A-E	Denmark	PQ-12D	D	Dimension instruction changed: Herunder skoleledere/ledere, viceskoleledere/vicerektorer/vicedirektører/viceforstandere, inspektorer, viceinspektører, afdelingsledere, souschefer	Dimension instruction changed: Including school leaders, leaders, vice school leaders, vice principals, vice directors, vice superintendents, head of department, deputy heads
PQ-12A-E	Denmark	PQ-12E	D	Dimension instruction added: Herunder fx pedeller	Dimension instruction added: Including caretakers
PQ-12A-E	England (United Kingdom)	PQ-12D	D	Dimension instruction changed: Including head teachers, deputy/assistant head teachers, and other management staff whose main activity is management	Dimension instruction changed: Including head teachers, deputy/assistant head teachers, and other management staff whose main activity is management
PQ-12A-E	Flanders (Belgium)	PQ-12A-E	D	Stem of the question changed: Gelieve voor elk van de hieronder vermelde functies het aantal personeelsleden (ongeacht hun tewerkstellingspercentage) op te geven dat momenteel in deze school werkzaam is Question instruction changed: Personeel kan in meerdere categorieën ondergebracht worden. Gelieve in elke rij een getal te noteren. Noteer 0 (nul) indien er geen personeelsleden zijn in een bepaalde categorie.	Stem of the question changed: For each type of position listed below, please indicate the number of staff (irrespective of their employment status) currently working in this school Question instruction changed: Staff may fall into multiple categories. Please write a number in each row. Write 0 (zero) if there is no staff in a specific category.
PQ-12A-E	Italy	PQ-12B	D	Dimension instruction changed: Includendo, per esempio, assistenti tecnici e di laboratorio, personale educativo, bibliotecari, addetti all'ufficio tecnico, esperti incaricati per la conduzione di laboratori o corsi extracurricolari	Dimension instruction changed: Including for example technical and lab assistants, educational personnel, librarians, technical experts
PQ-12A-E	Italy	PQ-12D	D	Dimension instruction changed: Includendo il dirigente scolastico, il DSGA, il vicario con	Dimension instruction changed: Including the principal, the DSGA (General Services and

				esonero o semi-esonero dall'insegnamento	Administration Director), Vice/deputy principal with teaching exemption or teaching semi-exemption
PQ-12A-E	Italy	PQ-12E	D	Dimension instruction added: Per esempio, i collaboratori scolastici, i cuochi, i guardarobieri, gli addetti alle aziende agrarie	Dimension instruction added: For example, caretakers, cooks, boarding school housekeepers, farm hands in farming schools
PQ-12A-E	Korea	PQ-12B	D	보건교사	A school nurse
PQ-12A-E	Latvia	PQ-12B	D	Logopēdi, sociālie pedagogi, psihologi, bibliotekāri, medmāsas u.c.	Speech therapists, social pedagogues, psychologists, librarians and nurses etc.
PQ-12A-E	Malaysia	PQ-12B	D	Dan jururawat jika ada	And nurses if any
PQ-12A-E	Norway	PQ-12B	D	Helsesøstre	Health nurses
PQ-12A-E	Poland	PQ-12B	D	Dimension instruction changed: W tym wszyscy pomocnicy nauczycieli lub inny personel, który wspiera nauczycieli w nauczaniu, np. bibliotekarze, pracownicy świetlicy, pedagodzy szkolni	Dimension instruction changed: Including all teacher aides or other personnel supporting teachers in instruction, e.g. librarians, personnel of day-room
PQ-12A-E	Poland	PQ-12C	D	Dimension instruction changed: W tym pracownicy sekretariatu, portierzy i inni pracownicy administracyjni	Dimension instruction changed: Including secretaries, door-keepers and other administration personnel
PQ-12A-E	Portugal	PQ-12B	D	Técnicos de saúde	Health technicians
PQ-12A-E	Singapore	PQ-12A	D	Dimension instruction changed: Those whose main professional activity at this school is the provision of instruction to students, including heads of departments, subject heads and level heads	Dimension instruction changed: Those whose main professional activity at this school is the provision of instruction to students, including heads of departments, subject heads and level heads
PQ-12A-E	Singapore	PQ-12B	D	And counsellors	And counsellors
PQ-12A-E	Singapore	PQ-12C	D	Dimension instruction changed: Including receptionists, secretaries, administration managers, operation managers and administration assistants	Dimension instruction changed: Including receptionists, secretaries, administration managers, operation managers and administration assistants
PQ-12A-E	Singapore	PQ-12D	D	Dimension instruction changed: Including principals, vice/deputy principals, assistant principals, heads of department, subject heads, level heads, and other management staff whose main activity is management	Dimension instruction changed: Including principals, vice/deputy principals, assistant principals, heads of department, subject heads, level heads, and other management staff whose main activity is management
PQ-12A-E	Sweden	PQ-12A	D	Dimension instruction changed: De personer vars huvudsakliga yrkesverksamhet på skolan innebär att undervisa eleverna, inklusive speciallärare och	Dimension instruction changed: Those whose main professional activity at this school is the provision of instruction to students, special educators and

				specialpedagoger	special teachers included
PQ-12A-E	Sweden	PQ-12B	D	Skolskötorskor	School nurses
PQ-12A-E	United States	PQ-12B	D	Category instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, and school psychologists	Category instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, and school psychologists
PQ-13A-E	Abu Dhabi (United Arab Emirates)	PQ-13A	D	الروضة Kindergarten	Kindergarten
PQ-13A-E	Abu Dhabi (United Arab Emirates)	PQ-13B	D	الحلقة الأولى Cycle 1	Cycle 1
PQ-13A-E	Abu Dhabi (United Arab Emirates)	PQ-13C	D	الحلقة الثانية Cycle 2	Cycle 2
PQ-13A-E	Abu Dhabi (United Arab Emirates)	PQ-13D	D	برامج التعليم العام للحلقة الثالثة Cycle 3 general education programmes	Cycle 3 general education programmes
PQ-13A-E	Abu Dhabi (United Arab Emirates)	PQ-13E	D	برامج التعليم الفني والمهني للحلقة الثالثة Cycle 3 vocational or technical education programmes	Cycle 3 vocational or technical education programmes
PQ-13A-E	Alberta (Canada)	PQ-13A	D	Pre-primary education (Pre-K and/or K)	Pre-primary education (Pre-K and/or K)
PQ-13A-E	Alberta (Canada)	PQ-13A-E	D	Grade levels	Grade levels
PQ-13A-E	Alberta (Canada)	PQ-13B	D	Primary education (any of Grades 1-6)	Primary education (any of Grades 1-6)
PQ-13A-E	Alberta	PQ-13C	D	Lower secondary education (any of Grades 7-9)	Lower secondary education (any of Grades 7-9)

	(Canada)				
PQ-13A-E	Alberta (Canada)	PQ-13D-E	D	Upper secondary (any of Grades 10-12)	Upper secondary (any of Grades 10-12)
PQ-13A-E	Australia	PQ-13A	D	Infants	Infants
PQ-13A-E	Australia	PQ-13A-E	D	School levels	School levels
PQ-13A-E	Australia	PQ-13B	D	Primary	Primary
PQ-13A-E	Australia	PQ-13C	D	Years 7 – 10	Years 7 – 10
PQ-13A-E	Australia	PQ-13D-E	D	Years 11 – 12	Years 11 – 12
PQ-13A-E	Brazil	PQ-13A	D	Educação Infantil	Early Childhood Education
PQ-13A-E	Brazil	PQ-13B	D	Ensino Fundamental 1º ao 5º ano/1ª a 4ª série	Fundamental Education 1st to 5th year/1st to 4th grade
PQ-13A-E	Brazil	PQ-13C	D	Ensino Fundamental 6º ao 9º ano/5ª a 8ª série	Fundamental Education 6th to 9th year/5th to 8th grade
PQ-13A-E	Brazil	PQ-13D	D	Ensino Médio	High School
PQ-13A-E	Brazil	PQ-13E	D	Ensino Médio (Educação Técnica)	Vocational High School
PQ-13A-E	Bulgaria	PQ-13A	D	Предучилищен етап	Pre-primary education
PQ-13A-E	Bulgaria	PQ-13A-E	D	Образователни етапи	Educational stages
PQ-13A-E	Bulgaria	PQ-13B	D	Начален етап	Primary education
PQ-13A-E	Bulgaria	PQ-13C	D	Прогимназиален етап	Lower secondary education
PQ-13A-E	Bulgaria	PQ-13D	D	Гимназиален етап (общообразователна или профилирана подготовка)	Upper secondary education (general or profiled stream)
PQ-13A-E	Bulgaria	PQ-13E	D	Гимназиален етап (професионална подготовка)	Upper secondary education (vocational stream)
PQ-13A-E	Chile	PQ-13A	D	Educación Parvularia	Early education
PQ-13A-E	Chile	PQ-13A-E	D	Grados	Levels
PQ-13A-E	Chile	PQ-13B	D	1º a 6º básico	1st to 6th grade
PQ-13A-E	Chile	PQ-13C	D	7º y 8º básico	7th and 8th grade
PQ-13A-E	Chile	PQ-13D-E	D	I a IV medio	9th to 12th grade
PQ-13A-E	Croatia	PQ-13A,D-E	D	Gang punched to "No"	Gang punched to "No"
				Gang punched to "Omitted"	Gang punched to "Omitted"

PQ-13A-E	Croatia	PQ-13A-E	D	<p>Stem of the question changed: Mogu li se završiti sljedeće razine obrazovanja u Vašoj školi i, ako da, postoje li konkurentske škole u susjedstvu koje imaju iste razine i nastoje upisati iste učenike?</p> <p>Question instruction changed: Molimo odaberite "Da" ili "Ne" u dijelu (A) za svaku od donjih razina. Ako ste odgovorili "Da" u dijelu (A), molimo odredite u dijelu (B) broj konkurentskih škola u Vašem susjedstvu koje nastoje upisati iste učenike.</p>	<p>Stem of the question changed: Can the following levels of education be completed in your school and, if yes, are there any competing schools in your neighbourhood that have the same levels and try to enrol the same students?</p> <p>Question instruction changed: Please indicate "Yes" or "No" in part (A) for each of the levels listed below. If you answered "Yes" in part (A), please indicate in part (B) the number of competing schools in your neighbourhood which try to enrol the same students.</p>
PQ-13A-E	Croatia	PQ-13B	D	1. - 4. razreda	1st - 4th grade
PQ-13A-E	Croatia	PQ-13C	D	5. - 8. razreda	5th - 8th grade
PQ-13A-E	Cyprus ¹⁹	PQ-13A	D	<p>Προδημοτική Εκπαίδευση</p> <p>Pre-primary education</p>	Pre-primary education
PQ-13A-E	Cyprus ²⁰	PQ-13A-E	D	<p>βαθμίδες εκπαίδευσης</p> <p>Levels of education</p>	Levels of education
PQ-13A-E	Cyprus ²¹	PQ-13B	D	<p>Δημοτική Εκπαίδευση</p> <p>Primary education</p>	Primary education
PQ-13A-E	Cyprus ²²	PQ-13D	D	<p>Δευτεροβάθμια εκπαίδευση (Λύκειο)</p> <p>Upper secondary</p>	<p>Upper secondary (high school)</p> <p>Upper secondary</p>
PQ-13A-E	Cyprus ²³	PQ-13E	D	Δευτεροβάθμια εκπαίδευση	Upper secondary

¹⁹ See footnotes 2 and 3 at the beginning of this User Guide.

²⁰ See footnotes 2 and 3 at the beginning of this User Guide.

²¹ See footnotes 2 and 3 at the beginning of this User Guide.

²² See footnotes 2 and 3 at the beginning of this User Guide.

²³ See footnotes 2 and 3 at the beginning of this User Guide.

				Upper secondary	
PQ-13A-E	Czech Republic	PQ-13A	D	Předškolní vzdělávání Pre-primary level of education	Preschool education Pre-primary level of education
PQ-13A-E	Czech Republic	PQ-13A-E	D	Vzdělávacích stupních Levels of education	Levels of education
PQ-13A-E	Czech Republic	PQ-13B	D	První stupeň základní školy The first stage of a basic school	The first stage of a basic school
PQ-13A-E	Czech Republic	PQ-13C	D	Druhý stupeň základní školy a/či nižší ročníky víceletých gymnázií, případně konzervatoří The 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire	The 2nd stage of basic school education and/or lower grades of 6 or 8 years long programme of grammar schools or conservatoires The 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire
PQ-13A-E	Czech Republic	PQ-13D	D	Středoškolské vzdělávání se všeobecným zaměřením Upper secondary general education	Secondary education with general education programmes Upper secondary general education
PQ-13A-E	Czech Republic	PQ-13E	D	Středoškolské vzdělávání s odborným zaměřením Upper secondary vocational or technical education	Secondary education with vocational or technical education programmes Upper secondary vocational or technical education
PQ-13A-E	Denmark	PQ-13A-E	D	Trin	Levels
PQ-13A-E	Denmark	PQ-13B	D	0. - 6. klasse	Grades 0 - 6
PQ-13A-E	Denmark	PQ-13B-E	D	Trin	Levels
PQ-13A-E	Denmark	PQ-13C	D	7. - 10. klasse	Grades 7 - 10
PQ-13A-E	Denmark	PQ-13D	D	Gymnasial uddannelse	Academic education

PQ-13A-E	Denmark	PQ-13E	D	Erhvervsuddannelse	Vocational education
PQ-13A-E	Denmark - ISCED1	PQ-13A	D	Børnehave	Kindergarten
PQ-13A-E	Denmark - ISCED2	PQ-13A	D	Børnehave	Kindergarten
PQ-13A-E	Denmark - ISCED3	PQ-13A	D	Gang punched to "No" Gang punched to "Omitted"	Gang punched to "No" Gang punched to "Omitted"
PQ-13A-E	England (United Kingdom)	PQ-13A	D	Nursery/reception (ages 2-5)	Nursery/reception (ages 2-5)
PQ-13A-E	England (United Kingdom)	PQ-13A-E	D	Key Stages	Key Stages
PQ-13A-E	England (United Kingdom)	PQ-13B	D	Primary (ages 5-11)	Primary (ages 5-11)
PQ-13A-E	England (United Kingdom)	PQ-13C	D	Key Stage 3 (ages 11-14)	Key Stage 3 (ages 11-14)
PQ-13A-E	England (United Kingdom)	PQ-13D	D	Key Stage 4 (ages 14-16) general education programmes	Key Stage 4 (ages 14-16) general education programmes
PQ-13A-E	England (United Kingdom)	PQ-13E	D	Key Stage 4 (ages 14-16) vocational or technical education programmes	Key Stage 4 (ages 14-16) vocational or technical education programmes
PQ-13A-E	Estonia	PQ-13A	D	Gang Punched to "No"	Gang Punched to "No"
PQ-13A-E	Estonia	PQ-13A-E	D	Haridustasemed	Educational levels
PQ-13A-E	Estonia	PQ-13B	D	Algharidus (1.-6. klass)	Primary education (1.-6. class)
PQ-13A-E	Estonia	PQ-13C	D	Põhiharidus (7.-9. klass)	Basic education (7.-9. class)
PQ-13A-E	Estonia	PQ-13D	D	Gümnaasiumiharidus	Upper secondary education
PQ-13A-E	Estonia	PQ-13E	D	Kutsekeskharidus	Vocational secondary education

PQ-13A-E	Finland	PQ-13A	D	Esiopetus Förskoleundervisning	Pre-primary education
PQ-13A-E	Finland	PQ-13A-E	D	Koulutusasteiden Utbildingsnivåer	Levels of education
PQ-13A-E	Finland	PQ-13B	D	Perusasteen vuosiluokat 1 - 6 Årsklasserna 1 - 6 på grundnivå	Basic education, grades 1 - 6
PQ-13A-E	Finland	PQ-13C	D	Perusasteen vuosiluokat 7 - 9 (10) Årsklasserna 7 - 9 (10) på grundnivå	Basic education, grades 7 - 9 (10)
PQ-13A-E	Finland	PQ-13D	D	Lukio Gymnasium	Upper secondary general programmes
PQ-13A-E	Finland	PQ-13E	D	Ammatillinen oppilaitos Yrkesläroanstalt	Upper secondary vocational programmes
PQ-13A-E	Flanders (Belgium)	PQ-13A	D	Kleuteronderwijs	Pre-primary education
PQ-13A-E	Flanders (Belgium)	PQ-13B	D	Lager onderwijs	Primary education
PQ-13A-E	Flanders (Belgium)	PQ-13D	D	Tweede en/of derde graad ASO	2nd and/or 3d stage of general secondary education
PQ-13A-E	Flanders (Belgium)	PQ-13E	D	Tweede en/of derde graad BSO, KSO en/of TSO	2nd and/or 3d stage of vocational, artistic and/or technical secondary education
PQ-13A-E	Flanders (Belgium) - ISCED1	PQ-13A-B	D	Onderwijsniveaus	Education levels

PQ-13A-E	Flanders (Belgium) - ISCED1	PQ-13C-E	D	Gang punched to "No" Gang punched to "Omitted"	Gang punched to "No" Gang punched to "Omitted"
PQ-13A-E	Flanders (Belgium) - ISCED2	PQ-13A-B	D	Gang punched to "No" Gang punched to "Omitted"	Gang punched to "No" Gang punched to "Omitted"
PQ-13A-E	Flanders (Belgium) - ISCED2	PQ-13C-E	D	Onderwijsniveaus	Education levels
PQ-13A-E	France	PQ-13A	D	Niveau préélémentaire	Pre-elementary level
PQ-13A-E	France	PQ-13A-E	D	Question instruction changed: Cochez la case « Oui » ou « Non » pour chaque degré ou cycle de la colonne (A). Si vous avez coché la case « Oui » pour un degré ou cycle de la colonne (A), indiquez dans la colonne (B) le nombre d'établissements proches du vôtre qui le proposent également.	Question instruction changed: Please indicate 'Yes' or 'No' for each of the degrees or cycles in part (A). If 'Yes' for a degree or a cycle in part (A), please indicate in part (B) the number of other schools in this location that compete for your students.
PQ-13A-E	France	PQ-13B	D	Niveau élémentaire	Elementary level
PQ-13A-E	France	PQ-13C	D	Niveau collège	Lower secondary level
PQ-13A-E	France	PQ-13D	D	2nde à terminale, voie générale ou technologique	Grade 10 to 12, general or technological programmes
PQ-13A-E	France	PQ-13E	D	2nde à terminale, voie professionnelle	Grade 10 to 12, vocational programmes
PQ-13A-E	Iceland	PQ-13A	D	Leikskólastig	Kindergarten level
PQ-13A-E	Iceland	PQ-13A-E	D	Námsstig	Education levels
PQ-13A-E	Iceland	PQ-13B	D	Yngsta- og miðstig grunnskóla	Youngest- and middle level of primary school
PQ-13A-E	Iceland	PQ-13C	D	Unglingastig grunnskóla	Adolescent level of primary school
PQ-13A-E	Iceland	PQ-13D	D	Framhaldsskólastig; bóknámsgreinar	Upper-secondary school: "Book-oriented" programmes
PQ-13A-E	Iceland	PQ-13E	D	Framhaldsskólastig; starfsnámsgreinar, tækni- og verknám	Upper secondary school: vocational, technical and practical programmes
PQ-13A-E	Israel	PQ-13A	D	مرحلة التعليم قبل الابتدائي (البستان و/أو روضة الأطفال)	Pre-compulsory kindergarten and compulsory kindergarten

				גן טרום חובה וגן חובה	
PQ-13A-E	Israel	PQ-13A-E	D	<p>Stem of the question changed: تنك اذ؟ قسردملا هذه يف قدوجوم قيلاتلا قيميلعتلا لحرمل له سفاننتت لقتقطنم يف ىرخأ سرادم دجوت لهف، "معن" لقتباج! قيميلعتلا قلحرمل هذه ذيمالت ىلع</p> <p>Stem of the question changed: רפס יתב שי מאה, וכ מא? ולהלש ליגה תובכש תא ללוכ רפסה תיב מאה מירחתמה רוזאב מירחא ?הלאה ליגה תובכשב מידמולה מידמלתה לע</p>	Stem of the question changed: Are the following grade levels taught in this school (part A) and, if yes, are there other schools in your location that compete for students at those grade levels (part B)?
PQ-13A-E	Israel	PQ-13B	D	<p>الصفوف: الأول - السادس</p> <p>כיתות א-ו</p>	Grades 1-6
PQ-13A-E	Israel	PQ-13C	D	<p>الصفوف: السابع – التاسع</p> <p>כיתות ז-ט</p>	Grades 7-9
PQ-13A-E	Israel	PQ-13D	D	<p>الصفوف: العاشر – الثاني عشر</p> <p>כיתות י-יב</p>	Grades 10-12
PQ-13A-E	Israel	PQ-13E	D	<p>Gang punched to "No"</p> <p>Gang punched to "Omitted"</p>	<p>Gang punched to "No"</p> <p>Gang punched to "Omitted"</p>
PQ-13A-E	Italy	PQ-13A	D	Scuola dell'infanzia	Pre-primary school
PQ-13A-E	Italy	PQ-13A-E	D	Livelli d'istruzione	Educational levels
PQ-13A-E	Italy	PQ-13B	D	Scuola primaria	Primary school
PQ-13A-E	Italy	PQ-13C	D	Scuola secondaria di primo grado	Lower secondary school
PQ-13A-E	Italy	PQ-13D	D	Scuola Secondaria di secondo grado (programmi di indirizzo generale)	Upper secondary school (general programmes)

PQ-13A-E	Italy	PQ-13E	D	Scuola Secondaria di secondo grado (programmi di istruzione professionale e tecnica)	Upper secondary school (vocational programmes)
PQ-13A-E	Japan	PQ-13A	D	Youchien	Kindergarten
PQ-13A-E	Japan	PQ-13A-E	D	Gakkou dankai	School levels
PQ-13A-E	Japan	PQ-13B	D	Syougakkou	Primary schools
PQ-13A-E	Japan	PQ-13C	D	Chyuugakkou	Junior high schools
PQ-13A-E	Japan	PQ-13D	D	Koutougakkou hutuuka	High schools with general education programmes
PQ-13A-E	Japan	PQ-13E	D	Koutougakkou senmongakka, sougouka	High schools with vocational, technical or integrated education programmes
PQ-13A-E	Korea	PQ-13A	D	유치원	Kindergarten
PQ-13A-E	Korea	PQ-13A-E	D	학교급	School level
PQ-13A-E	Korea	PQ-13B	D	초등학교	Elementary school
PQ-13A-E	Korea	PQ-13C	D	중학교	Middle school
PQ-13A-E	Korea	PQ-13D	D	인문계고등학교/일반 교육 프로그램	High school for general education
PQ-13A-E	Korea	PQ-13E	D	전문계고등학교/직업 또는 기술 교육 프로그램	High school for vocational or technical education
PQ-13A-E	Latvia	PQ-13A	D	Pirmsskolas izglītības programmas	Pre-school education programmes
PQ-13A-E	Latvia	PQ-13A-E	D	Stem of the question changed: Vai Jūsu skolā ir šāda līmeņa izglītības programmas un, ja jā, vai apkārtnē ir citas skolas, kas konkurē par skolēniem šajā izglītības programmā?	Stem of the question changed: Are the following programmes taught in this school and, if yes, are there other schools in your location that compete for students at that programme?
PQ-13A-E	Latvia	PQ-13B	D	Sākumskolas izglītības programmas	Primary school education programmes
PQ-13A-E	Latvia	PQ-13C	D	Pamatizglītības programmas	Basic education programmes
PQ-13A-E	Latvia	PQ-13D	D	Vispārējās vidējās izglītības programmas	General secondary education programmes
PQ-13A-E	Latvia	PQ-13E	D	Profesionālās vidējās izglītības programmas	Vocational secondary education programmes
PQ-13A-E	Malaysia	PQ-13A	D	Pra-sekolah	Pre-school
PQ-13A-E	Malaysia	PQ-13A-E	D	Tahap	Levels
PQ-13A-E	Malaysia	PQ-13B	D	Sekolah Rendah	Primary school
PQ-13A-E	Malaysia	PQ-13C	D	Sekolah Menengah Rendah	Lower secondary school

PQ-13A-E	Malaysia	PQ-13D-E	D	Sekolah Menengah Atas	Upper secondary school
PQ-13A-E	Mexico	PQ-13A	D	Preescolar	Preschool
PQ-13A-E	Mexico	PQ-13A-E	D	Niveles y/o programas	Educative levels
PQ-13A-E	Mexico	PQ-13B	D	Primaria	Elementary
PQ-13A-E	Mexico	PQ-13C	D	Secundaria	Secondary
PQ-13A-E	Mexico	PQ-13D-E	D	Programas media superior	Middle superior education
PQ-13A-E	Netherlands	PQ-13A-B,E	D	Gang punched to "No" Gang punched to "Omitted"	Gang punched to "No" Gang punched to "Omitted"
PQ-13A-E	Netherlands	PQ-13A-E	D	Onderwijsniveaus	Educational levels
PQ-13A-E	Netherlands	PQ-13C	D	Nationally defined dimensions: 1 = Vmbo 2 = Onderbouw algemeen voortgezet onderwijs	National dimensions recoded for international comparability: 1 = Preparatory vocational education / General lower secondary education
PQ-13A-E	Netherlands	PQ-13D	D	Bovenbouw algemeen voortgezet onderwijs	General upper secondary education
PQ-13A-E	Norway	PQ-13A	D	Gang punched to "No" Gang punched to "Omitted"	Gang punched to "No" Gang punched to "Omitted"
PQ-13A-E	Norway	PQ-13A-E	D	Trinn	Grades
PQ-13A-E	Norway	PQ-13B	D	1. til 7. trinn	1. to 7. grade
PQ-13A-E	Norway	PQ-13C	D	8. til 10. trinn	8. to 10. grade
PQ-13A-E	Norway	PQ-13D-E	D	Videregående opplæring	Upper secondary school
PQ-13A-E	Poland	PQ-13A	D	Przedszkole	Pre-school
PQ-13A-E	Poland	PQ-13A-E	D	Etapach edukacyjnych	Levels of education
PQ-13A-E	Poland	PQ-13B	D	Szkoła podstawowa	Primary school
PQ-13A-E	Poland	PQ-13C	D	Gimnazjum	Gymnasium
PQ-13A-E	Poland	PQ-13D	D	Liceum ogólnokształcące	Upper secondary general education school
PQ-13A-E	Poland	PQ-13E	D	Szkoła ponadgimnazjalna techniczna lub zawodowa	Upper secondary vocational or technical school
PQ-13A-E	Portugal	PQ-13A	D	Educação pré-escolar	Pre-school education

PQ-13A-E	Portugal	PQ-13A-E	D	Níveis, ciclos Question instruction changed: Por favor indique “Sim” ou “Não” na parte (A) para cada um dos níveis, ciclos ou modalidades de ensino. Se assinalou “Sim” na parte (A), por favor indique o número de outras escolas na área onde se situa essa escola em que haja uma procura especial de alunos.	Levels, cycles Question instruction changed: Please indicate ‘Yes’ or ‘No’ in part (A) for each of levels, cycles and types of programmes. If ‘Yes’ in part (A), please indicate the number of other schools in this location where there is a special demand from students.
PQ-13A-E	Portugal	PQ-13B	D	1.º e 2.º Ciclos do ensino básico	1st and 2nd cycles of basic education
PQ-13A-E	Portugal	PQ-13C	D	3.º Ciclo do ensino básico	3rd cycle of basic education
PQ-13A-E	Portugal	PQ-13D	D	Ensino secundário: Cursos gerais/cursos científico-humanísticos	Secondary education: general courses/scientific humanistic courses
PQ-13A-E	Portugal	PQ-13E	D	Ensino secundário profissional ou tecnológico	Vocational and technical secondary courses
PQ-13A-E	Romania	PQ-13A	D	Educație timpurie	Pre-primary education
PQ-13A-E	Romania	PQ-13A-E	D	Niveluri de învățământ	Education levels
PQ-13A-E	Romania	PQ-13B	D	Învățământ primar	Primary education
PQ-13A-E	Romania	PQ-13C	D	Învățământ secundar inferior sau gimnazial	Lower secondary education
PQ-13A-E	Romania	PQ-13D	D	Învățământ secundar superior sau liceal - filieră teoretică	Upper secondary education - theoretical
PQ-13A-E	Romania	PQ-13E	D	Învățământ secundar superior sau liceal - filieră tehnologică sau vocațională	Post secondary non-tertiary education - technological or vocational
PQ-13A-E	Serbia	PQ-13A	D	Predškolsko obrazovanje	Pre-school education
PQ-13A-E	Serbia	PQ-13A-E	D	Nivoi	Levels
PQ-13A-E	Serbia	PQ-13B	D	Niži razredi osnovne škole	Lower grades of primary school
PQ-13A-E	Serbia	PQ-13C	D	Viši razredi osnovne škole	Higher grades of primary school
PQ-13A-E	Serbia	PQ-13D	D	Gimnazije	High school
PQ-13A-E	Serbia	PQ-13E	D	Srednje stručne škole	Vocational school
PQ-13A-E	Singapore	PQ-13A	D	Pre-school or kindergarten	Pre-school or kindergarten
PQ-13A-E	Singapore	PQ-13A-E	D	Educational levels	Educational levels
PQ-13A-E	Singapore	PQ-13B	D	Primary education	Primary education

PQ-13A-E	Singapore	PQ-13C	D	Lower secondary education	Lower secondary education
PQ-13A-E	Singapore	PQ-13D	D	Upper secondary general education programmes (e.g., IP, Express, Normal Academic & Normal Technical)	Upper secondary general education programmes (e.g., IP, Express, Normal Academic & Normal Technical)
PQ-13A-E	Singapore	PQ-13E	D	Upper secondary	Upper secondary
PQ-13A-E	Slovak Republic	PQ-13A	D	Zariadenie pre predškolskú prípravu detí	Institution for pre-school education of children
PQ-13A-E	Slovak Republic	PQ-13A-E	D	Úrovne vzdelávania	Levels of education
PQ-13A-E	Slovak Republic	PQ-13B	D	1. až 5. ročník základnej školy	1. to 5. degree of primary school
PQ-13A-E	Slovak Republic	PQ-13C	D	6. až 9. ročník základnej školy alebo nižší stupeň 8-ročných gymnázií	6. to 9. degree of primary school or lower level of 8-year gymnasium
PQ-13A-E	Slovak Republic	PQ-13D	D	Gymnázia, všeobecno-vzdelávacie programy	Grammar schools, general education programmes
PQ-13A-E	Slovak Republic	PQ-13E	D	SOS, SOU, odborné alebo technické programy vzdelávania	Vocational high school, vocational training centre, vocational or technical education programmes
PQ-13A-E	Spain	PQ-13A	D	Educació Infantil Educación Infantil Haur Hezkuntza Educación Infantil Educació Infantil	Pre-primary Education
PQ-13A-E	Spain	PQ-13A-E	D	Nivells educatius Niveles educativos Hezkuntzako mailak	Educational levels

				Niveis educativos Nivells educatius	
PQ-13A-E	Spain	PQ-13B	D	Educació Primària Educación Primaria Lehen Hezkuntza Educación Primaria Educació Primària	Primary Education
PQ-13A-E	Spain	PQ-13C	D	Educació Secundària Obligatòria Educación Secundaria Obligatoria Derrigorrezko Bigarren Hezkuntza Educación Secundaria Obrigatoria Educació Secundària Obligatòria	Compulsory Secondary Education
PQ-13A-E	Spain	PQ-13D	D	Batxillerat Bachillerato Batxilergoa	Baccalaureate

				Bacharelato Batxillerat	
PQ-13A-E	Spain	PQ-13E	D	Formació Professional de Grau Mitjà Formación Profesional de Grado Medio Erdi Mailako Lanbide Heziketa Formación Profesional de Grao Medio Formació Professional de Grau Mitjà	Middle level Vocational Training
PQ-13A-E	Sweden	PQ-13A	D	Förskola och förskoleklass	Pre-school and pre-school classes
PQ-13A-E	Sweden	PQ-13A-E	D	Årskurser	Grades
PQ-13A-E	Sweden	PQ-13B	D	Årskurs 1-6	Grades 1-6
PQ-13A-E	Sweden	PQ-13C	D	Årskurs 7-9	Grades 7-9
PQ-13A-E	Sweden	PQ-13D	D	Gymnasieskola, studieförberedande program	Upper secondary education, university preparing programs
PQ-13A-E	Sweden	PQ-13E	D	Gymnasieskola, yrkesförberedande program	Upper secondary education, vocational education programs
PQ-13A-E	United States	PQ-13A	D	Pre-primary education (pre-kindergarten, preschool, or kindergarten)	Pre-primary education (pre-kindergarten, preschool, or kindergarten)
PQ-13A-E	United States	PQ-13A-E	D	Education levels Question instruction changed: Please indicate ‘Yes’ or ‘No’ in part (A) for each of the education levels and/or programmes listed below. If ‘Yes’ in part (A), please indicate in part (B) the number of other schools in this area that compete for your students. Nationally defined categories: (A) Education level/program taught	Education levels Question instruction changed: Please indicate ‘Yes’ or ‘No’ in part (A) for each of the education levels and/or programmes listed below. If ‘Yes’ in part (A), please indicate in part (B) the number of other schools in this area that compete for your students. Nationally defined categories: (A) Education level/programme taught

				1 = Yes 2 = No (B) Competition 1 = Two or more other schools 2 = One other school 3 = No other schools	1 = Yes 2 = No (B) Competition 1 = Two or more other schools 2 = One other school 3 = No other schools
PQ-13A-E	United States	PQ-13B	D	Primary education (any of grades 1-6)	Primary education (any of grades 1-6)
PQ-13A-E	United States	PQ-13C	D	Lower secondary education (any of grades 7-9)	Lower secondary education (any of grades 7-9)
PQ-13A-E	United States	PQ-13D-E	D	Upper secondary (any of grades 10-12)	Upper secondary (any of grades 10-12)
PQ-14	Singapore	PQ-14	D	Stem of the question changed: What is the current school enrolment, i.e. the number of students of all levels/ages in this school?	Stem of the question changed: What is the current school enrolment, i.e. the number of students of all levels/ages in this school?
PQ-15A-C	Alberta (Canada)	PQ-15A	D	Mother tongue	Mother tongue
PQ-15A-C	Alberta (Canada)	PQ-15A-C	D	Question instruction changed: 'Students with special needs', as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics. 'Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc. Students may fall into multiple categories. Please mark one choice in each row.	Question instruction changed: 'Students with special needs', as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics. 'Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc. Students may fall into multiple categories. Please mark one choice in each row.
PQ-15A-C	Australia	PQ-15A-C	D	Special need students cover those for whom a special learning need has been formally identified because they are mentally or physically disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Special need students cover those for whom a special learning need has been formally identified because they are mentally or physically disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
PQ-15A-C	Brazil	PQ-15A-C	D	Ensino fundamental de 6º a 9º ano ou 5ª a 8ª série Estudantes com necessidades especiais são aqueles que possuem uma necessidade educacional especial formalmente identificada em virtude de deficiência mental, física ou emocional.	Fundamental education 6th to 9th year/5th to 8th grade Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. 'Socioeconomically disadvantaged homes' refers to homes

				“Lares socioeconomicamente desfavorecidos” se referem àqueles que carecem das necessidades básicas ou vantagens, tais como moradia adequada, alimentação ou atendimento médico.	lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.
PQ-15A-C	Bulgaria	PQ-15A	D	майчин език	Mother tongue
PQ-15A-C	Bulgaria	PQ-15A-C	D	<p>Question instruction changed: За ученици със специални образователни потребности се смятат тези, които са формално определени като имащи затруднения в обучението си поради физически, умствени или поведенчески нарушения или увреждания. За социално слаби семейства се определят тези, на които липсват стоки от първа необходимост или основни предпоставки за нормален живот като жилище, храна или медицински грижи. Отбележете само едно квадратче на всеки ред.</p> <p>Nationally defined categories: 1 = 0% 2 = 1% - 10% 3 = 11% - 30% 4 = 31% - 60% 5 = Над 60%</p>	<p>Question instruction changed: Special learning need students are those who are formally identified as students with educational difficulties, caused by physically, mentally or behaviourally problems or injuries. Socioeconomically disadvantaged homes are those which miss basic necessities or prerequisites for normal living, like housing and nutrition or medical care. Please mark one choice in each row.</p> <p>Nationally defined categories: 1 = 0% 2 = 1% to 10% 3 = 11% to 30% 4 = 31% to 60% 5 = More than 60%</p>
PQ-15A-C	Chile	PQ-15A	D	Lengua materna	Mother tongue
PQ-15A-C	Croatia	PQ-15A	D	Materinski jezik	Mother tongue
PQ-15A-C	Croatia	PQ-15A-C	D	<p>Učenci s posebnim potrebama su oni učenici čije su potrebe za specijalnim načinom učenja formalno priznate zbog mentalnih, fizičkih ili emocionalnih teškoća. Često se radi o učenicima za koje su osigurana dodatna javna ili privatna sredstva (u vidu dodatnog osoblja, materijala ili financijskih sredstava) kako bi im se pomoglo u školovanju. Izraz “obitelji lošijeg socioekonomskog statusa” odnosi se na one obitelji koje nemaju osnovne životne uvjete, poput primjerenog smještaja, prehrane ili zdravstvene skrbi.</p>	<p>Special need students are students for whom a special learning need has been formally acknowledged due to mental, physical or emotional difficulties. Often they will be students for whom additional public or private resources have been provided (in a form of personnel, materials or funding) to support their education. The term "socioeconomically disadvantaged homes" refers to homes lacking the basic life necessities, such as adequate accommodation, nutrition or medical care.</p>
PQ-15A-C	Czech Republic	PQ-15A	D	Mateřský jazyk	Mother tongue
PQ-15A-C	Czech Republic	PQ-15A-C	D	2. stupni základní školy nebo v nižších ročnících víceletého gymnázia	2nd stage of basic school education or lower grades of 6 or 8 years long programme of grammar school

				<p>Žáci se speciálními vzdělávacími potřebami jsou takoví žáci, u nichž byla potřeba speciálního vzdělávání formálně stanovena z důvodu jejich mentálního, fyzického nebo emočního znevýhodnění. Patří sem často žáci, na jejichž vzdělávání byly vyčleněny další veřejné nebo soukromé zdroje (personální, materiální nebo finanční). Mezi žáky se speciálními vzdělávacími potřebami zde nezapočítáváme žáky “mimořádně nadané”. Sociálně a ekonomicky znevýhodňujícím prostředím jsou zde myšleny domácnosti, jejichž členům schází základní životní potřeby nebo vymoženosti, jako je odpovídající bydlení, výživa či zdravotní péče.</p> <p>2nd stage of a basic school or the lower grades of a 6 or 8-year gymnázium</p> <p>Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. Do not consider "exceptionally gifted students" as having special educational needs. ‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.</p>	<p>2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium</p> <p>Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. Do not consider "exceptionally gifted students" as having special educational needs. ‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.</p>
PQ-15A-C	Czech Republic	PQ-15C	D	Žáci ze sociálně a ekonomicky znevýhodňujícího prostředí	Students from socioeconomically disadvantaging environment
PQ-15A-C	Denmark	PQ-15A	D	Elever, der taler et andet sprog end dansk i hjemmet (dvs. undervisningssproget dansk er elevens andetsprog)	Where another language than Danish is spoken at home (e.g. the language of instruction - Danish - is the student's second language)
PQ-15A-C	Denmark	PQ-15A-C	D	<p>Elever med særlige behov dækker de elever, som formelt har fået identificeret et specialundervisningsbehov, fordi de har mentale, psykiske, fysiske indlæringsmæssige eller følelsesmæssige udfordringer.</p> <p>‘Socioøkonomisk udsatte hjem’ betegner hjem, der ikke kan tilbyde de mest basale fornødenheder såsom ordentlige boligforhold, fornuftig ernæring eller hjem, hvor børnene er</p>	Students with special needs' covers those students who have been formally identified to have a special education need (e.g. because of mental, psychological, physical, learning or emotional challenges). ‘Socioeconomically disadvantaged homes’ refers to homes lacking the most basic necessities or advantages of life, such as adequate housing, adequate nutrition or homes where the children are victims of care

				omsorgssvigtede.	failure.
PQ-15A-C	England (United Kingdom)	PQ-15A	D	Students whose first language is not English	Students whose first language is not English
PQ-15A-C	England (United Kingdom)	PQ-15A-C	D	Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free School Meals.	Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free School Meals.
PQ-15A-C	England (United Kingdom)	PQ-15C	D	Students from socioeconomically disadvantaged homes (eligible for Free School Meals)	Students from socioeconomically disadvantaged homes (eligible for Free School Meals)
PQ-15A-C	Finland	PQ-15A	D	Äidinkieli Modersmål	Mother tongue
PQ-15A-C	Flanders (Belgium)	PQ-15A	D	Leerlingen van wie de moedertaal niet (een dialect van) het Nederlands is	Students whose mother tongue is different from (a dialect of) Dutch
PQ-15A-C	Flanders (Belgium)	PQ-15A-C	D	Question instruction changed: Leerlingen met specifieke behoeften zijn leerlingen bij wie formeel een specifieke leerbehoefte werd vastgesteld omwille van een mentale, fysieke of emotionele achterstand. Vaak worden voor deze leerlingen aanvullende (publieke of private) middelen (personeel, materialen of subsidies) ter beschikking gesteld ter ondersteuning van het onderwijs dat ze krijgen. We spreken van een formele vaststelling wanneer de specifieke leerbehoefte van een leerling geattesteerd is (bijvoorbeeld door een arts, therapeut, logopedist of CLB) of wanneer het schoolteam (bijvoorbeeld tijdens een multi-disciplinair overleg (MDO)) de leerling in kwestie als een leerling met specifieke behoefte identificeerde. 'Sociaal-economisch achtergestelde gezinnen' verwijst naar gezinnen waar basisbehoeften of gunstige levensomstandigheden zoals geschikte huisvesting, voeding of medische zorg ontbreken.	Question instruction changed: Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. We talk about formal identification when the special learning need is certified (e.g. by a doctor, a (speech) therapist or the Centre for Pupil Guidance) or when the school team (e.g. during a multidisciplinary consultation) identifies the student in question as a special need student. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care. Students may fall into multiple categories. Please mark one choice in each row.

				Leerlingen kunnen in meerdere categorieën ondergebracht worden. Gelieve in elke rij één keuze aan te duiden.	
PQ-15A-C	France	PQ-15A	D	Pourcentage d'élèves dont la langue maternelle n'est pas le français	Students whose first language is not French
PQ-15A-C	France	PQ-15A-C	D	Les élèves ayant des besoins spécifiques d'éducation sont ceux qui sont officiellement définis comme tels (troubles mentaux, physiques, émotionnels ou du comportement).	Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged.
PQ-15A-C	Iceland	PQ-15A	D	Móðurmál	Mother tongue
PQ-15A-C	Iceland	PQ-15A-C	D	Nemendur með sérþarfir eru þeir nemendur sem hafa hlotið formlega greiningu á þörf sinni fyrir sérkennslu vegna þess að þeir eru andlega, líkamlega eða tilfinningalega illa staddir. Það er oft vegna þessara nemenda sem viðbótarúrræði hafa fengist frá hinu opinbera eða einkaaðilum (starfsfólk, námsgögn eða fjármunir) til að styðja við nám þeirra. "Efnahagslega- og félagslega illa stödd heimili" vísar til heimila sem skortir helstu nauðsynjar eða grunnaðstöðu, svo sem viðunandi húsnæði, mat eða læknisþjónustu.	Pupils with special needs are those pupils who have received a formal diagnosis for their need for special teaching because they are mentally, physically or emotionally disadvantaged. It is often because these pupils that additional resources have been received from their authorities or private parties (staff, educational materials or funds) to support their education. 'Socioeconomically disadvantaged home' refers to homes that are deficient in needs and basic accommodation, such as acceptable housing, food, and medical service.
PQ-15A-C	Israel	PQ-15A	D	לעִתְּמָם הָאֵם שפת האם	Mother tongue
PQ-15A-C	Korea	PQ-15A	D	모국어	Native language
PQ-15A-C	Latvia	PQ-15A	D	Dzimtā valoda	Native language
PQ-15A-C	Latvia - ISCED2	PQ-15A-C	D	Skolēni ar īpašām vajadzībām ir tie, kam īpašas vajadzības mācībās ir formāli atzītas, jo viņiem ir garīgi, fiziski vai emocionāli traucējumi. Sociālekonomiski nelabvēlīgas mājsaimniecības ir mājsaimniecības, kurām trūkst pamatnodrošinājuma, piemēram, mājokļa, uztura vai medicīniskās aprūpes.	Students with special needs are those for whom a special learning need has been formally identified because they have mental, physical, or emotional disorders. Socioeconomically disadvantaged households refer to households lacking the basic necessities such as adequate housing, nutrition or medical care.
PQ-15A-C	Latvia - TALIS-PISA link	PQ-15A-C	D	15 gadus vecajiem skolēniem (visvairāk 15 gadīgo skolēnu ir 9. klasēs, daļa mācās arī 8., 10 vai 7. klasē) Skolēni ar īpašām vajadzībām ir tie, kam īpašas vajadzības mācībās ir formāli atzītas, jo viņiem ir garīgi, fiziski vai	15-year-old students (most of the 15 year olds are in Grade 9 but some of them are also in Grades 8, 10 or 7) Students with special needs are those for whom a special learning need has been formally identified because they have

				emocionāli traucējumi. Sociālekonomiski nelabvēlīgas mājsaimniecības ir mājsaimniecības, kurām trūkst pamatnodrošinājuma, piemēram, mājokļa, uztura vai medicīniskās aprūpes.	mental, physical, or emotional disorders. Socioeconomically disadvantaged households refer to households lacking the basic necessities such as adequate housing, nutrition or medical care.
PQ-15A-C	Malaysia	PQ-15A	D	Bahasa ibunda murid adalah berbeza dengan bahasa pengantar di sekolah	Students whose first language is different from the language of instruction
PQ-15A-C	Malaysia	PQ-15A-C	D	Murid pendidikan khas dan murid berkeperluan khas (OKU) biasanya merangkumi murid yang mempunyai keperluan belajar khas disebabkan kelemahan dari segi mental, fizikal, emosi atau sosial "Murid dari keluarga bersosio-ekonomi rendah" merujuk kepada keluarga miskin yang mempunyai kekurangan kemudahan dan keperluan asas.	Special education students and special need students [OKU] refers to those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.
PQ-15A-C	Mexico	PQ-15A	D	Estudiantes cuya lengua materna es diferente a la(s) lengua(s) de enseñanza	Students whose first language is different from the language(s) of instruction
PQ-15A-C	Netherlands	PQ-15A	D	Leerlingen van wie de moedertaal niet het Nederlands is	Students whose native tongue is not Dutch
PQ-15A-C	Netherlands	PQ-15A-C	D	Leerlingen met speciale behoeften zijn leerlingen bij wie een speciale behoefte formeel is vastgesteld vanwege een geestelijke, lichamelijke, emotionele of sociale beperking. Het gaat daarbij vaak om leerlingen voor wie specifiek middelen (personele, materiële of financiële) beschikbaar zijn gesteld ten behoeve van hun onderwijs. De term 'sociaal-economisch achtergestelde gezinnen' betreft gezinnen die hulp van buiten (zoals sociale voorzieningen van gemeente of van hulporganisaties) nodig hebben om te voorzien in de eerste levensbehoeften, zoals onderdak, voeding of gezondheidszorg.	Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes that need the support of the local authority or other supporting organisations to provide for the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.
PQ-15A-C	Norway	PQ-15A	D	Morsmål	Mother tongue
PQ-15A-C	Norway	PQ-15A-C	D	Elever med rett til spesialundervisning fordi de ikke har eller ikke kan få tilfredsstillende utbytte av det ordinære opplæringstilbudet, ressursvake hjem vil si de som mangler de grunnleggende nødvendigheter i livet slik som tilfredsstillende bolig, mat og ernæring, eller helsetilbud.	Pupils who either do not or are unable to benefit satisfactorily from ordinary teaching have the right to special education, socially deprived homes are those who lack the basic necessities of life, such as adequate housing, food and nutrition, or medical care.
PQ-15A-C	Poland	PQ-15A	D	Język ojczysty	Mother tongue
PQ-15A-C	Poland	PQ-15A-C	D	Przez uczniów ze specjalnymi potrzebami edukacyjnymi prosimy rozumieć uczniów posiadających orzeczenie lub	By special need students we mean students holding formal diagnosis from a counselling center and other students for

				opinię poradni psychologiczno-pedagogicznej oraz innych uczniów, dla których dyrektor jest obowiązany utworzyć zespół pomocy psychologiczno-pedagogicznej. Przez uczniów z biednych rodzin prosimy rozumieć uczniów wychowujących się w rodzinach, w których podstawowe potrzeby bytowo-konsumpcyjne nie są zaspokajane.	whom the principal is obliged to call a counselling panel. By students from socioeconomically disadvantaged families we mean students from families lacking the basic necessities or advantages of life.
PQ-15A-C	Portugal	PQ-15A	D	Língua materna	Mother tongue
PQ-15A-C	Portugal	PQ-15A-C	D	<p>Question instruction changed: Alunos com necessidades educativas especiais inclui os alunos a quem foram formalmente identificadas dificuldades de aprendizagem, por motivos de ordem cognitiva, psicológica ou emocional. Por vezes, são considerados os alunos a quem foram atribuídos recursos adicionais (a nível pessoal, material ou financeiro) para apoiar o seu processo educativo.</p> <p>Famílias socioeconomicamente desfavorecidas significa famílias com falta de recursos básicos ou benefícios sociais, tais como uma adequada habitação, nutrição ou cuidados de saúde.</p> <p>São aceitáveis estimativas aproximadas.</p> <p>Os alunos podem apresentar, em simultâneo, as várias características.</p> <p>Por favor assinale apenas uma opção em cada linha.</p>	<p>Question instruction changed: Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their educative process.</p> <p>Socioeconomically disadvantaged families' refers to families lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.</p> <p>It is acceptable to base your replies on rough estimates. Students may fall into multiple categories.</p> <p>Please mark one choice in each row.</p>
PQ-15A-C	Portugal	PQ-15C	D	Alunos provenientes de famílias socioeconomicamente desfavorecidas	Students from socioeconomically disadvantaged families
PQ-15A-C	Romania	PQ-15A	D	Limba maternă	Mother tongue
PQ-15A-C	Serbia	PQ-15A	D	Maternji jezik	Mother tongue
PQ-15A-C	Serbia	PQ-15A-C	D	<p>Učenci sa smetnjama u razvoju i invaliditetom su oni učenci čije su posebne potrebe formalno identifikovane usled toga što imaju mentalne, fizičke ili emocionalne teškoće. Obično su to oni učenci za čije obrazovanje se izdvajaju dodatna državna ili privatna sredstva (osoblje, materijalna ili finansijska pomoć).</p> <p>‘Socioekonomski ugrožene porodice’ su porodice kojima nedostaju osnovna sredstva za život, kao što su adekvatan smeštaj, ishrana ili medicinska nega.</p>	<p>Students with difficulties in development and disabilities are students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.</p>
PQ-15A-C	Serbia	PQ-15B	D	Učenci sa smetnjama u razvoju i invaliditetom	Students with difficulties in development and disabilities

PQ-15A-C	Singapore	PQ-15A	D	Students whose home language is not English	Students whose home language is not English
PQ-15A-C	Slovak Republic	PQ-15A	D	Materinský jazyk	Mother tongue
PQ-15A-C	Spain	PQ-15A	D	<p>Llengua materna</p> <p>Lengua materna</p> <p>Ama-hizkuntza</p> <p>Lingua materna</p> <p>Llengua materna</p>	Mother tongue
PQ-15A-C	Spain	PQ-15A-C	D	<p>El concepto "alumnat amb necessitats educatives especials" fa referència a l'alumnat al qual s'ha diagnosticat formalment una discapacitat mental, física o emocional. Sovint es tractarà de l'alumnat al qual s'ha proporcionat recursos públics o privats addicionals (personal, material o econòmic) com a ajuda a la seva formació.</p> <p>El concepte "famílies econòmicament desfavorides" fa referència a les famílies que no tenen cobertes les necessitats bàsiques, com ara un habitatge digne, alimentació o assistència sanitària adequades.</p> <p>El concepto "alumnos de necesidades educativas especiales" hace referencia a aquellos alumnos a los que se les ha diagnosticado formalmente una discapacidad mental, física o emocional. Con frecuencia serán aquellos a quienes se les habrá proporcionado algún tipo de recurso público o privado (bien sea personal, material o económico) como ayuda para su formación.</p> <p>El concepto "hogares desfavorecidos socioeconómicamente" hace referencia a aquellos que no tienen cubiertas las necesidades básicas, tales como una vivienda digna y nutrición o cuidados médicos adecuados.</p>	The concept of "Special need students" refers to those students for whom a special learning need has been formally diagnosed because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities of life, such as adequate housing, nutrition or medical care.

				<p>Hezkuntzarako behar bereziak dituzten ikasleak modu formalean diagnostikatutako ezgaitasun mental, fisiko edo emozional bat dutenak dira. Askotan, trebakuntzan laguntzeko baliabide publikoak edo pribatuak (pertsonala, materiala edo ekonomikoa) jasotakoak izaten dira.</p> <p>Sozioekonomikoki egoera ahulean dauden etxeak oinarritzko beharrak aseta ez dituzten etxeak dira; hala nola etxebizitza duina eta elikadura eta osasun-zaintza egokiak.</p> <p>O conceito “alunos con necessidades educativas especiais” fai referencia a aqueles alunos aos que se lles diagnosticou formalmente unha discapacidade mental, física ou emocional. Con frecuencia, serán aqueles aos que se lles proporcionará algún tipo de recurso público ou privado adicional (ben sexa persoal, material ou económico) como axuda para a súa formación.</p> <p>O concepto “fogares desfavorecidos socioeconomicamente” fai referencia a aqueles que non teñen cubertas as necesidades básicas, tales como unha vivenda digna, nutrición ou coidados médicos axeitados.</p> <p>El concepte "alumnes amb necessitats educatives especials" fa referència a aquells alumnes als quals se'ls ha diagnosticat formalment una discapacitat mental, física o emocional. Amb freqüència seran aquells als quals se'ls haurà proporcionat algun tipus de recurs públic o privat (que pot ser personal, material o econòmic) com a ajuda per a la seua formació. El concepte “llars desfavorides socioeconòmicament” fa referència a aquells que no tenen cobertes les necessitats bàsiques, tals com una vivenda digna i nutrició o atenció mèdica adequades.</p>	
PQ-15A-C	Sweden	PQ-15A	D	Elever som har annat modersmål än svenska	Students whose first language is different from Swedish
PQ-15A-C	Sweden	PQ-15A-C	D	<p>Stem of the question changed: Gör en bred uppskattning av andelen elever i årskurserna 7-9 på skolan som passar in på följande beskrivningar.</p> <p>Med elever som är berättigade till särskilt stöd, menas elever</p>	<p>Stem of the question changed: Please estimate the broad percentage of grade 7-9 students in this school who fit in the following descriptions.</p> <p>Students are eligible for special support after their needs had</p>

				<p>som, efter att deras behov har utretts och åtgärdsprogram upprättats, har rätt till extra stöd eftersom de annars riskerar att inte nå de kunskapskrav som minst ska uppnås, på grund av exempelvis sjukdom, sociala förhållanden, funktionsnedsättning eller svårigheter att tillgodogöra sig undervisningen av andra orsaker.</p> <p>Med socioekonomiskt utsatta hem menas här hem där man saknar grundläggande nödvändigheter, såsom lämpligt boende, kost eller sjukvård, samt familjer som är berättigade till t.ex. socialbidrag.</p>	<p>been evaluated and a plan of actions to be taken had been set up, if they, for reasons such as illness, social conditions, disabilities or other causes, risk not being able to reach the minimum proficiency requirements to be achieved.</p> <p>'Socioeconomically vulnerable homes' refers to homes lacking the basic necessities, such as adequate housing, nutrition or medical care, and families eligible to, among others, social subsidies.</p>
PQ-15A-C	Sweden	PQ-15B	D	Elever berättigade till särskilt stöd	Students eligible to special support
PQ-15A-C	Sweden	PQ-15C	D	Elever från socioekonomiskt utsatta hem	Students from socioeconomically vulnerable homes
PQ-15A-C	United States	PQ-15A	D	Students whose first language is not English	Students whose first language is not English
PQ-15A-C	United States	PQ-15A-C	D	<p>Students with special needs are those for whom a special learning need has been formally identified due to specific mental, physical, or emotional characteristics. Often additional public or private resources (personnel, material, or financial) have been provided to support their education.</p> <p>'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition, or medical care.</p>	<p>Students with special needs are those for whom a special learning need has been formally identified due to specific mental, physical, or emotional characteristics. Often additional public or private resources (personnel, material, or financial) have been provided to support their education.</p> <p>'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition, or medical care.</p>
PQ-16	Denmark	PQ-16	D	<p>Question instruction changed:</p> <p>Ved 'ledelsesteam' forstås en gruppe ansatte, der har ansvar for ledelse af skolen på områder som undervisning, pædagogik, ressourcefordeling, undervisningsindhold, karaktergivning og evaluering og andre strategiske beslutninger relateret til hensigtsmæssig drift af skolen. Sæt ét kryds.</p>	<p>Question instruction changed:</p> <p>By management team is understood as a group of employees who are responsible for managing the school in areas like teaching, pedagogy, use of resources, local curriculum, grading and assessment and other strategic decisions related to appropriate functioning of the school.</p> <p>Please mark one choice.</p>
PQ-16	England (United Kingdom)	PQ-16	D	<p>Question instruction added:</p> <p>We will ask separately about your Governing Body in Question 23</p>	<p>Question instruction added:</p> <p>We will ask separately about your Governing Body in Question 23</p>
PQ-16	Italy	PQ-16	D	<p>Question instruction changed:</p> <p>Per 'team di dirigenza' si intende un gruppo di operatori della scuola che hanno la responsabilità di dirigere e gestire l'istituto nel prendere decisioni strategiche necessarie al suo funzionamento.</p> <p>Barrare una sola casella.</p>	<p>Question instruction changed:</p> <p>School management team' refers to a group of professionals that has responsibilities for leading and managing the school in strategic decisions related to the appropriate functioning of the school.</p> <p>Please mark one choice.</p>

PQ-16	Japan	PQ-16	D	<p>Stem of the question changed: Gakkouuneiti-mu (tatoeba, unei iinkai) ga arimasuka?</p> <p>Question instruction changed: 'Gakkouuneiti-mu' toha, gakkouga tekisetuni kinousurutame, gakushuusidou, sigennnokatuyou, karikyuramu, hyoukanikansuru isikettei ya sonotano sennryakuteki isikettei wo syudou/ unnei surukoto nituite sekinninwo yuusuru gakkounai no syuudannwo sasimasu. Ti-muha, tennkeitekiniha, kouchou, hukukouchou/ kyoutou, syunnintou (bunshyou ya kyoukano osa) niyori kousei saremasu. Houreizyouno gakkouuneikyougikaiya gakkouhyougiinha, 'gakkouuneiti-mu' niha atarimasenn.</p>	<p>Stem of the question changed: Do you have a school management team (e.g. management committee)?</p> <p>Question instruction changed: 'School management team' refers to a group of professionals that have responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school. This will typically be the principal, vice-principal(s), and heads of department or subjects. School Management Boards and School Councillors in the ordinance are not included in 'school management team'.</p>
PQ-16	Netherlands	PQ-16	D	<p>Question instruction changed: A.u.b. één hokje aankruisen</p>	<p>Question instruction changed: Please mark one choice</p>
PQ-17A-I	Alberta (Canada)	PQ-17B	D	Vice or assistant principal	Vice or assistant principal
PQ-17A-I	Alberta (Canada)	PQ-17F	D	Council	Council
PQ-17A-I	Brazil	PQ-17B	D	Vice-diretor ou diretor assistente	Vice-principal or assistant principal
PQ-17A-I	Brazil	PQ-17F	D	Conselho	Council
PQ-17A-I	Bulgaria	PQ-17B	D	Помощник-директори	Assistant principal(s)
PQ-17A-I	Bulgaria	PQ-17F	D	Училищно настоятелство	School board
PQ-17A-I	Chile	PQ-17B	D	Subdirector	Vice principal
PQ-17A-I	Chile	PQ-17F	D	Directorio del Establecimiento	School board
PQ-17A-I	Croatia	PQ-17F	D	Odbor	Board
PQ-17A-I	Czech Republic	PQ-17B	D	<p>Zástupce/zástupkyně ředitele/ředitelky</p> <p>Vice/deputy principal</p>	<p>Deputy principal (he/she)</p> <p>Vice/deputy principal</p>
PQ-17A-I	Czech Republic	PQ-17D	D	<p>Zástupci pro vzdělávání určitého oboru (např. pro určité předměty či stupně vzdělávání)</p> <p>Department heads (e.g. for education of a specific subject</p>	<p>Department heads (e.g. for education of a specific subject field or for education of pupils at the same level of education)</p>

				field or for education of pupils at the same level of education)	
PQ-17A-I	Denmark	PQ-17A-E,I	D	Stem of question changed: Hvem er repræsenteret i skolens ledelsesteam?	Stem of question changed: Who is represented in the school management team?
PQ-17A-I	Denmark	PQ-17B	D	Viceinspektør/vicerektor/vicedirektør/viceforstander/ledende inspektør/souschef	Vice principal/deputy head etc.
PQ-17A-I	Denmark	PQ-17C	D	Økonomichef/administrative leder	Financial/administrative manager
PQ-17A-I	Denmark	PQ-17D	D	Afdelingsledere/uddannelsesledere	Department heads/education heads
PQ-17A-I	Denmark	PQ-17F-H	D	Gang punched to "No"	Gang punched to "No"
PQ-17A-I	Denmark	PQ-17I	D	Andre, fx SFO-leder	Others, e.g. head of school based leisure time facilities
PQ-17A-I	England (United Kingdom)	PQ-17B	D	Deputy or assistant headteacher	Deputy or assistant headteacher
PQ-17A-I	England (United Kingdom)	PQ-17C	D	School business manager/bursar/financial manager	School business manager/bursar/financial manager
PQ-17A-I	England (United Kingdom)	PQ-17D	D	Department heads, heads of year	Department heads, heads of year
PQ-17A-I	England (United Kingdom)	PQ-17F	D	Governing body	Governing body
PQ-17A-I	England (United Kingdom)	PQ-17I	D	Nationally defined dimensions: 1 = Special Educational Needs Co-ordinator (SENco) 2 = Other	National dimensions recoded for international comparability: 1 = Special Educational Needs Co-ordinator (SENco) / Other
PQ-17A-I	Estonia	PQ-17B	D	Direktori asetäitja	Vice/deputy principal
PQ-17A-I	Finland	PQ-17B	D	Vara- tai apulaisrehtori Vice eller biträdande rektor	Vice or assistant principal
PQ-17A-I	Flanders (Belgium)	PQ-17B	D	Adjunct-directeur of beleidsondersteuner(s)	Assistant/deputy/vice principal or policy supporter(s)
PQ-17A-I	Flanders (Belgium) -	PQ-17D	D	Gang punched to "No"	Gang punched to "No"

	ISCED1				
PQ-17A-I	Flanders (Belgium) - ISCED2	PQ-17D	D	Technisch adviseur (coördinator) of vakgroepverantwoordelijke	Technical advisor (coordinator) or subject group leader
PQ-17A-I	France	PQ-17A-I	D	Question instruction added: Par « parents d'élèves », on entend pour cette question et pour la suite du questionnaire les parents ou les responsables légaux des élèves.	Question instruction added: In this question and all following, "Parents" is defined as parents or guardians.
PQ-17A-I	France	PQ-17I	D	Nationally defined dimensions: 1 = Le ou les conseiller(s) principaux d'éducation 2 = Autres	National dimensions recoded for international comparability: 1 = Principal Education Advisor(s) / Other
PQ-17A-I	Iceland - ISCED2	PQ-17B	D	Aðstoðarskólastjóri	Assistant principal
PQ-17A-I	Iceland - ISCED2	PQ-17F	D	Skólaráð	School council
PQ-17A-I	Iceland - ISCED3	PQ-17B	D	Aðstoðarskólameistari/konrektor	Assistant principal
PQ-17A-I	Iceland - ISCED3	PQ-17F	D	Skólanefnd	School committee
PQ-17A-I	Israel	PQ-17B	D	نائب مدير סגן מנהל	Vice principal
PQ-17A-I	Israel	PQ-17F	D	مجلس إدارة (مثل: لجنة أولياء الأمور، لجنة إدارة أهلية) ועד מנהל (כגון, ועד הורים, הנהלת הורים)	Governing board (such as parent committee, parent administration)
PQ-17A-I	Italy	PQ-17B	D	Vicario del dirigente scolastico	Vice/deputy principal
PQ-17A-I	Italy	PQ-17C	D	DSGA (Direttore dei Servizi Generali e Amministrativi)	DSGA (Director of general service and finance)
PQ-17A-I	Italy	PQ-17F	D	Consiglio d'Istituto	School council
PQ-17A-I	Japan	PQ-17F	X	Dimension not administered or data not available	Dimension not administered or data not available

PQ-17A-I	Korea	PQ-17B	D	교감	Vice principal
PQ-17A-I	Latvia	PQ-17B	D	Direktora vietnieks	Vice principal
PQ-17A-I	Latvia	PQ-17C	D	Grāmatvedis	Accountant
PQ-17A-I	Latvia	PQ-17F	D	Padomes	Council
PQ-17A-I	Malaysia	PQ-17B	D	Penolong kanan	Assistant principal
PQ-17A-I	Mexico	PQ-17A-I	D	Question instruction added: Una junta directiva (patronato, consejo directivo) es directamente responsable de la dirección de la escuela. Esta junta podría ser totalmente externa a la escuela o podría tener representantes del personal o de los estudiantes. La junta directiva de la escuela normalmente (pero no siempre) es la junta directiva de esa escuela (es decir, no es un consejo distrital).	Question instruction added: A governing board (patronage, directive board) is directly responsible of the school management. This board could be totally external or could have representatives from the staff or students. The Governing board of the school usually (but not always) is the governing board of this school (meaning is not a district board).
PQ-17A-I	Mexico	PQ-17B	D	Subdirector(a)	Vice director
PQ-17A-I	Netherlands	PQ-17D	D	Afdelingsleiders/bouwleiders/teamleiders	Section head/construction leader/team leader
PQ-17A-I	Netherlands	PQ-17F	D	Schoolbestuur	School board
PQ-17A-I	Norway	PQ-17B	D	Assisterende rektor	Assistant principal
PQ-17A-I	Poland	PQ-17B	D	Wicedyrektor(zy)	Vice principal(s)
PQ-17A-I	Portugal	PQ-17B	D	Subdiretor ou Adjunto do diretor	Vice director or principal's assessor
PQ-17A-I	Portugal	PQ-17F	D	Órgãos de gestão e administração	Management and administration team
PQ-17A-I	Romania	PQ-17B	D	Director adjunct	Vice/deputy principal
PQ-17A-I	Serbia	PQ-17B	D	Pomoćnik direktora/ke	Assistant principal
PQ-17A-I	Serbia	PQ-17F	D	Odbora	Boards
PQ-17A-I	Serbia	PQ-17I	D	Nationally defined dimensions: 1 = Sekretar škole (pravnik) 2 = Psiholog/Pedagog škole 3 = Drugo	National dimensions recoded for international comparability: 1 = School Secretary (lawyer) / Psychologist/Pedagogue in the school / Other
PQ-17A-I	Singapore	PQ-17C	D	Financial/administration manager	Financial/administration manager
PQ-17A-I	Singapore	PQ-17D	D	Department heads (e.g., school staff developer, heads of department, subject heads, level heads)	Department heads (e.g., school staff developer, heads of department, subject heads, level heads)

PQ-17A-I	Singapore	PQ-17F	D	Advisory committee	Advisory committee
PQ-17A-I	Slovak Republic	PQ-17B	D	Zástupca/-kyňa riaditeľa/-ky	Deputy principal
PQ-17A-I	Slovak Republic	PQ-17F	D	Rady	Board
PQ-17A-I	Spain	PQ-17B	D	Cap d'estudis Jefe de Estudios Ikasketa-burua Xefe de estudos Cap d'estudis	Head of Studies
PQ-17A-I	Spain	PQ-17F	D	Consell escolar del centre Consejo escolar del centro Ikastetxeko eskola-kontseilua Consello escolar do centro Consell escolar del centre	School academic council
PQ-17A-I	Sweden	PQ-17A	D	Rektor	Principal
PQ-17A-I	Sweden	PQ-17B	D	Biträdande rektor	Vice/deputy principal
PQ-17A-I	Sweden	PQ-17C	D	Ekonomiansvariga	The person in charge of the economy
PQ-17A-I	Sweden	PQ-17D	D	Arbetslag- eller ämnesgruppsledare	Team leader / leader for teachers within a specific subject
PQ-17A-I	Sweden	PQ-17F	D	Lokal styrelse	Local board

PQ-17A-I	United States	PQ-17I	D	Nationally defined dimensions: 1 = Representatives of businesses, religious institutions, or other private institutions 2 = Other	National dimensions recoded for international comparability: 1 = Representatives of businesses, religious institutions, or other private institutions / Other
PQ-18A-K	Abu Dhabi (United Arab Emirates)	PQ-18A-K	D	<p>Nationally defined categories: 1 = قسردملا ريديمك، تنأ 2 = قسردملا قرادا قيرفب نورخأ واضعأ 3 = (قسردملا قرادا قيرفب جراخ نم) نوملعمل 4 = قسردملا قرادا سلجم 5 = ميلعتل او ةيبرتل = 5 قرأزوك ةيداحتا وأ ةيميلقا وأ ةيلحم تاهج ةيقيبطتل اي جلولونكتل دهعم وأ ميلعتلل يبظوبأ سلجم وأ</p> <p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, regional, state, or national/federal authority ie: Ministry of Education, ADEC, IAT</p>	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, regional, state, or national/federal authority i.e.: Ministry of Education, ADEC, IAT
PQ-18A-K	Alberta (Canada)	PQ-18A-K	D	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = School board/district or government authority	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = School board/district or government authority
PQ-18A-K	Alberta (Canada)	PQ-18G,J	D	Provincial	Provincial
PQ-18A-K	Brazil	PQ-18A-K	D	<p>Question instruction changed: Uma “responsabilidade considerável” significa ter um papel ativo no processo de decisão. Por favor, marque quantas alternativas forem apropriadas em cada linha.</p> <p>Nationally defined categories: 1 = Você, como diretor 2 = Outros membros da equipe de gestão escolar</p>	<p>Question instruction changed: A ‘considerable responsibility’ is one where an active role is played in decision making. Please mark as many choices as appropriate in each row.</p> <p>Nationally defined categories: 1 = You, as a principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team)</p>

				3 = Professores (que não fazem parte da equipe de gestão escolar) 4 = Conselho escolar 5 = Autoridades municipais, estaduais ou federais	4 = School council 5 = Municipality, state, or federal authority
PQ-18A-K	Brazil	PQ-18G,J	D	Nacionais/estaduais	National/state
PQ-18A-K	Bulgaria	PQ-18A-K	D	Nationally defined categories: 1 = Вие (директорът) 2 = Педагогическият съвет 3 = Учителите 4 = Училищното настоятелство 5 = Общинските или националните власти	Nationally defined categories: 1 = You, as principal 2 = Pedagogical council 3 = Teachers 4 = School board 5 = Municipality or national authorities
PQ-18A-K	Bulgaria	PQ-18C	D	Определяне на размера на стартовите заплати на учителите.	Establishing teachers' starting salaries.
PQ-18A-K	Bulgaria	PQ-18G	D	външни	External
PQ-18A-K	Chile	PQ-18A-K	D	Nationally defined categories: 1 = Usted, como Director(a) 2 = Otros miembros del equipo directivo del establecimiento 3 = Profesores (que no son parte del equipo directivo del establecimiento) 4 = Directorio del establecimiento 5 = Autoridad local, municipal/regional, estatal o nacional	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School board 5 = Local, municipality/regional, state or national authority
PQ-18A-K	Chile	PQ-18G,J	D	Nacionales	National
PQ-18A-K	Croatia	PQ-18A-K	D	Nationally defined categories: 1 = Ravnatelj 2 = Ostali članovi tima za upravljanje školom 3 = Učitelji (koji nisu članovi tima za upravljanje školom) 4 = Školski odbor 5 = Lokalne, općinske ili državne vlasti	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School Board 5 = Local, municipality or state authorities
PQ-18A-K	Croatia	PQ-18G,J	D	Nacionalni	National
PQ-18A-K	Cyprus ²⁴	PQ-18A-K	D	Nationally defined categories: 1 = Εσείς, ως Διευθυντής 2 = Άλλα μέλη της διευθυντικής ομάδας του σχολείου 3 = Εκπαιδευ-τικοί (Μη μέλη της διευθυντι-κής ομάδας του σχολείου)	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board

²⁴ See footnotes 2 and 3 at the beginning of this User Guide.

				<p>4 = Διοικητικό συμβούλιο του σχολείου 5 = Τοπική ή Κρατική Αρχή</p> <p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or national authority</p>	5 = Local or national authority
PQ-18A-K	Czech Republic	PQ-18A-K	D	<p>Nationally defined categories: 1 = Vy (ředitel/ka školy) 2 = Další členové týmu vedení školy 3 = Učitelé (nikoli jako členové týmu vedení školy) 4 = Školská rada 5 = Správní orgán na jakékoliv úrovni státní správy</p> <p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = State administration body at any level of state administration</p>	<p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = State administration body at any level of state administration</p>
PQ-18A-K	Czech Republic	PQ-18J	D	<p>Včetně ŠVP a RVP</p> <p>School Education Programmes and Framework Education programmes</p>	School Education Programmes and Framework Education programmes
PQ-18A-K	Denmark	PQ-18A-K	D	<p>Nationally defined categories: 1 = Leder 2 = Andre medlemmer af skolens ledelsesteam 3 = Lærere (ikke som medlemmer af skolens ledelsesteam) 4 = Skolens bestyrelse 5 = Lokale eller statslige myndigheder</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as part of the school management team) 4 = The school governing board 5 = Municipal or state authorities</p>
PQ-18A-K	Denmark	PQ-18G	D	Nationale og kommunale test, undersøgelser og prøver	National and municipal assessments, surveys and tests
PQ-18A-K	Denmark	PQ-18J	D	Fastlæggelse af indholdet i de fag, der tilbydes	Determining course content, including curricula
PQ-18A-K	England (United	PQ-18A-K	D	<p>Nationally defined categories: 1 = You, as headteacher</p>	<p>Nationally defined categories: 1 = You, as headteacher</p>

	Kingdom)			2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing body 5 = Local or national authority	2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing body 5 = Local or national authority
PQ-18A-K	England (United Kingdom)	PQ-18G,J	D	National/local authority	National/local authority
PQ-18A-K	Estonia	PQ-18A-K	D	Nationally defined categories: 1 = Teie kui direktor 2 = Kooli juhtkonna teised liikmed 3 = Õpetajad (mitte kooli juhtkonna liikmetena) 4 = Kooli hoolekogu 5 = Riigi, maakonna või kohaliku omavalitsuse	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = State, county, or local government
PQ-18A-K	Finland	PQ-18A-K	D	Nationally defined categories: 1 = Sinulla (rehtorina) 2 = Muilla koulun johto-ryhmän jäsenillä 3 = Opettajilla (ei johto-ryhmän osana) 4 = Koulun johto-kunnalla 5 = Kunnan tai valtion viran-omaisilla Nationally defined categories: 1 = Du (som rektor) 2 = Andra medlemmar inom skolans lednings-grupp 3 = Lärarna (ej som medlem av lednings-gruppen) 4 = Skolans direktion 5 = Kommunal eller statlig myndighet	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Municipality or state authority
PQ-18A-K	Flanders (Belgium)	PQ-18A-K	D	Nationally defined categories: 1 = U, als directeur 2 = Andere leden van het schoolbeleidsteam 3 = Leraren (geen leden van het schoolbeleidsteam) 4 = Schoolbestuur/inrichtende macht 5 = Lokale, regionale of Vlaamse overheden	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, regional or Flemish authority
PQ-18A-K	Flanders (Belgium)	PQ-18G	D	Vlaamse/regionale	Flemish/regional
PQ-18A-K	Flanders (Belgium)	PQ-18J	D	De eindtermen	The attainment targets

PQ-18A-K	France	PQ-18A-K	D	Nationally defined categories: 1 = Vous, en tant que chef d'établissement 2 = D'autres membres de l'équipe de direction 3 = Des enseignants (qui ne sont pas membres de l'équipe de direction) 4 = Le conseil d'administration de l'établissement 5 = Les autorités locales ou nationales	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or national authority
PQ-18A-K	France	PQ-18J	D	Déterminer le contenu des enseignements	Determining course content
PQ-18A-K	Iceland	PQ-18G	D	Ákvarða hvernig námsmat skuli fara fram, þ. á m. samræmt námsmat á einstökum landssvæðum eða landinu í heild	Determine how educational assessment shall be conducted, including joint/coordinated/uniform assessment/tests for individual regions or the country as a whole.
PQ-18A-K	Iceland	PQ-18J	D	Ákvörðun um innihald námsins, þ. á m. námsskrá fyrir einstök landssvæði eða landið í heild	Decisions on course content, including curriculum for specific/individual regions or the country as a whole.
PQ-18A-K	Iceland - ISCED2	PQ-18A-K	D	Nationally defined categories: 1 = Þú, sem skólástjóri 2 = Aðrir í stjórnunar- teymi skólans 3 = Kennarar (ekki í stjórnunar- teymi skólans) 4 = Skólaráð 5 = Ríki/sveitarfélag	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = State/local authorities
PQ-18A-K	Iceland - ISCED3	PQ-18A-K	D	Nationally defined categories: 1 = Þú, sem skólameistari/konrektor 2 = Aðrir í stjórnunar- teymi skólans 3 = Kennarar (ekki í stjórnunar- teymi skólans) 4 = Skólanefnd 5 = Ríki/sveitarfélag	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School committee 5 = State/local authorities
PQ-18A-K	Israel	PQ-18A-K	D	Nationally defined categories: 1 = רידימק נתן 2 = أعضاء آخرون من الطاقم الإداري في المدرسة = 3 = معلمون (ليسوا ضمن الطاقم الإداري في المدرسة =) 4 = مجلس إدارة (مثل: لجنة أولياء الأمور، لجنة إدارة أهلية =) 5 = البلديّة، المجلس المحلي/القطري، أصحاب الملكية، أو = الوزارات الحكومية Nationally defined categories: 1 = להנמכ, התא 2 = לוהינה תוצב מירחא מירבח 3 = רפסה תיבב לוהינה תוצמ קלח מניאש (מירומ)	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board (such as parent committee, parent administration) 5 = Municipality, ownership, regional, national authority

				4 = להנמ דעו, מירוח תגהנה, מירוח דעו 5 = הנידמה וא זוחמה, תולעבה, תימוקמה תושרה	
PQ-18A-K	Israel	PQ-18J	D	القطري תכנית לימודים ארצית	National
PQ-18A-K	Italy	PQ-18A-K	D	Nationally defined categories: 1 = Lei, come dirigente scolastico 2 = Altri membri del team di dirigenza 3 = Docenti (non membri del team di dirigenza) 4 = Consiglio d'Istituto 5 = Enti locali, Regioni, Ministero ed i suoi uffici periferici	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = Local government, regions, Ministry of Education and its local offices
PQ-18A-K	Italy	PQ-18G	D	Nazionali	National
PQ-18A-K	Italy	PQ-18J	D	Quote nazionali/regionali	National/regional shares
PQ-18A-K	Japan	PQ-18A-K	D	Nationally defined categories: 1 = Kouchou (anata jishin) 2 = Koucyou igaino gakkouuneiti-mumenba 3 = Gakkouuneiti-mu membea- igaino kyoin 4 = Kyouikuiinkai, monbukagakusyou	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = Category not administered or data not available 5 = Boards of education, Ministry of Education, Sports, Culture, Science and Technology
PQ-18A-K	Japan	PQ-18G,J	D	Zenkoku tekina	National
PQ-18A-K	Korea	PQ-18A-K	D	Nationally defined categories: 1 = 교장 2 = 학교경영진의 다른 구성원 3 = 교사 (학교운영진 소속이 아닌) 4 = 학교 운영위원회 5 = 시도 또는 지역교육청, 정부 당국	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Municipal/provincial or local office of education, government authority
PQ-18A-K	Latvia	PQ-18A-K	D	Nationally defined categories: 1 = Jūs - direktors 2 = Citi skolas vadības grupas pārstāvji 3 = Skolotāji (ne skolas vadības grupas pārstāvji) 4 = Skolas padome	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School Council

				5 = Valsts vai pašvaldības iestādes	5 = State or municipality authority
PQ-18A-K	Latvia	PQ-18G	D	Skolēnu novērtēšanas politikas noteikšana, ieskaitot valsts pārbaudes darbus	Establishing student assessment policies, including national tests
PQ-18A-K	Latvia	PQ-18J	D	Mācību priekšmetu satura noteikšana, ieskaitot valsts standartus	Determining course content, including national standards
PQ-18A-K	Malaysia	PQ-18A-K	D	Nationally defined categories: 1 = Anda, sebagai pengetua 2 = AJK pengurusan sekolah yang lain 3 = Guru (bukan AJK pengurusan sekolah) 4 = Lembaga pengelola sekolah 5 = PBT/PPD/JPN/KPM	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = PBT/PPD/JPN/KPM
PQ-18A-K	Mexico	PQ-18A-K	D	Nationally defined categories: 1 = Usted como Director 2 = Otro miembro del equipo administrativo escolar 3 = Profesores (que no forman parte de equipo administrativo escolar) 4 = La junta directiva de la escuela 5 = Autoridad local/regional, estatal o nacional	Nationally defined categories: 1 = You as Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local/regional, state or national authority
PQ-18A-K	Mexico	PQ-18J	D	Determinar el contenido de los cursos	Determining course content
PQ-18A-K	Netherlands	PQ-18A-K	D	Nationally defined categories: 1 = U, als school-leider 2 = Andere leden van het management 3 = Docenten (die geen lid van het management zijn) 4 = Schoolbestuur 5 = Gemeente of ministerie van OCW 6 = MR	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School board 5 = Local authority or Ministry of education 6 = Representative advisory council
PQ-18A-K	Netherlands	PQ-18G	D	Landelijke	National
PQ-18A-K	Netherlands	PQ-18J	D	Landelijk vastgestelde	Nationally determined
PQ-18A-K	Norway	PQ-18A-K	D	Nationally defined categories: 1 = Rektor 2 = Andre medlemmer av skolens ledergruppe 3 = Lærere (ikke medlem av skolens ledergruppe) 4 = Skolens driftsstyre 5 = Lokale, regionale eller statlige myndigheter	Nationally defined categories: 1 = Rector 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local municipality/regional or national administration
PQ-18A-K	Norway	PQ-18G,J	D	Nasjonale/lokale	National/local

PQ-18A-K	Poland	PQ-18A-K	D	<p>Question instruction changed: „Znacząca odpowiedzialność” oznacza sytuację, w której dana osoba odgrywa aktywną rolę w podejmowaniu decyzji. Prosimy zaznaczyć tyle odpowiedzi w każdym wierszu, ile Pani/Pana dotyczy.</p> <p>Nationally defined categories: 1 = Pani/Pan, jako dyrektor(ka) 2 = Inni członkowie zespołu zarządzającego szkołą 3 = Nauczyciele (niebędący członkami zespołu zarządzającego szkołą) 4 = Rada zarządzająca szkołą 5 = Administracja samorządowa lub rządowa</p>	<p>Question instruction changed: A ‘significant responsibility’ is one where a certain person plays an active role in decision making. Please mark as many choices as appropriate in each row.</p> <p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Self-government or central administration</p>
PQ-18A-K	Poland	PQ-18G	D	Ustalanie wszystkich zasad polityki oceniania uczniów	Establishing all student assessment policies
PQ-18A-K	Poland	PQ-18J	D	Określanie treści nauczania przedmiotów	Determining course content
PQ-18A-K	Portugal	PQ-18A-K	D	<p>Nationally defined categories: 1 = Diretor 2 = Outros membros da equipa de direção 3 = Docentes (que não façam parte da equipa de direção escolar) 4 = Órgãos de gestão e administração da escola 5 = Autoridade educativa local/municipal, regional ou Ministério da Educação e Ciência</p>	<p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School management and administration team 5 = Local/municipal, regional educational authority or Ministry of Education and Science</p>
PQ-18A-K	Romania	PQ-18A-K	D	<p>Nationally defined categories: 1 = Directorul 2 = Alți membri ai echipei de conducere a școlii 3 = Profesorii (care nu fac parte din echipa de conducere a școlii) 4 = Consiliul de administrație al școlii 5 = Autoritățile locale, județene sau naționale</p>	<p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, county or national authorities</p>
PQ-18A-K	Romania	PQ-18G,J	D	Național	National
PQ-18A-K	Serbia	PQ-18A-K	D	<p>Nationally defined categories: 1 = Vi kao direktor/ka 2 = Drugi članovi tima za upravljanje školom 3 = Nastavnici/e (ne kao deo tima za upravljanje školom) 4 = Školski odbor 5 = Lokalne opštinske, regionalne ili državne vlasti</p>	<p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School board 5 = Local, municipality, regional or state authority</p>

PQ-18A-K	Serbia	PQ-18G,J	D	National	National
PQ-18A-K	Singapore	PQ-18A-K	D	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School Advisory Committee 5 = Ministry of Education	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School Advisory Committee 5 = Ministry of Education
PQ-18A-K	Singapore	PQ-18G	D	Establishing student assessment policies	Establishing student assessment policies
PQ-18A-K	Singapore	PQ-18J	D	Determining course content	Determining course content
PQ-18A-K	Slovak Republic	PQ-18A-K	D	Nationally defined categories: 1 = Vy, ako riaditeľ/-ka 2 = Ďalší členovia vedenia školy 3 = Učiteľia, (ktorí nie sú súčasťou vedenia školy) 4 = Školská rada 5 = Zriaďovateľ alebo VÚC	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School board 5 = Representatives of an authority or a higher territorial unit
PQ-18A-K	Slovak Republic	PQ-18G,J	D	Národných	National
PQ-18A-K	Spain	PQ-18A-K	D	Nationally defined categories: 1 = Vostè, com a director/a del centre 2 = Altres membres de l'equip directiu del centre 3 = Professorat (no com a part de l'equip directiu del centre) 4 = Consell escolar del centre 5 = Autoritat local, autonòmica o estatal Nationally defined categories: 1 = Usted, como director 2 = Otros miembros del equipo directivo del centro 3 = Profesores (que no forman parte del equipo directivo del centro) 4 = Consejo escolar del centro 5 = Autoridad local, autonómica o nacional Nationally defined categories: 1 = Zu, zuzendari gisa 2 = Ikastetxeko zuzendaritza-taldeko beste kide batzuk 3 = Irakasleak (ez zuzendaritza-taldeko kide gisa)	Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School academic council 5 = Local, regional or national authority

				<p>4 = Ikastetxeko eskola-kontseilua 5 = Tokiko edo erkidegoko autoritatea edo autoritate nazionalea</p> <p>Nationally defined categories: 1 = Vostede, como director 2 = Outros membros do equipo directivo do centro 3 = Profesores (que non forman parte do equipo directivo do centro) 4 = Consello Escolar do centro 5 = Autoridade local, autonómica ou nacional</p> <p>Nationally defined categories: 1 = Vosté, com a director 2 = Altres membres de l'equip directiu del centre 3 = Professors (que no formen part de l'equip directiu del centre) 4 = Consell escolar del centre 5 = Autoritat local, autonòmica o nacional</p>	
PQ-18A-K	Spain	PQ-18C	D	*Galician Determinación do salario inicial do profesorado, e de escalas salariais	*Galician Determining teachers' starting salaries and pay scales
PQ-18A-K	Sweden	PQ-18A	D	Anställer lärare	Hiring teachers
PQ-18A-K	Sweden	PQ-18A-K	D	<p>Nationally defined categories: 1 = Rektor 2 = Andra medlemmar av skolans lednings-grupp 3 = Lärare (ej medlemmar av skolans lednings-grupp) 4 = Skolans lokala styrelse 5 = Kommunal/ fristående huvudman eller statlig myndighet</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = Local school board 5 = Municipality/ private entity or a national authority</p>
PQ-18A-K	Sweden	PQ-18G,J	D	Nationella	National
PQ-18A-K	United States	PQ-18A-K	D	<p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local school district or state education authority</p>	<p>Nationally defined categories: 1 = You, as principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local school district or state education authority</p>

PQ-18A-K	United States	PQ-18G,J	D	State and district	State and district
PQ-19A-F	Brazil	PQ-19A	D	Dimension instruction changed: Incluindo questões relativas a recursos humanos, regulamentos, relatórios, orçamento, preparação de calendário letivo e composição das turmas, planejamento estratégico, atividades relativas à liderança e gestão, respostas a pedidos das autoridades de ensino municipal, estadual ou federal	Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from municipal, state, or federal education officials
PQ-19A-F	Bulgaria	PQ-19C	D	Работа с ученици Включва консултиране, разговори извън учебните часове, дейности, свързани с дисциплината	Work with students Including counselling and conversations outside structured learning activities, discipline
PQ-19A-F	Cyprus ²⁵	PQ-19A	D	Dimension instruction changed: Συμπεριλαμβανομένων ζητημάτων ανθρώπινου δυναμικού/προσωπικού, κανονισμών, αναφορών, σχολικού προϋπολογισμού, ετοιμασίας ωρολόγιων προγραμμάτων και σύνθεσης τάξεων, στρατηγικού σχεδιασμού, διευθυντικών και διοικητικών δραστηριοτήτων, απαντήσεων σε αιτήσεις από κρατικούς ή εθνικούς αξιωματούχους της εκπαίδευσης Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from regional, state, or national education officials	Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from regional, state, or national education officials
PQ-19A-F	Denmark	PQ-19A	D	Dimension instruction changed: Herunder personalespørgsmål, samarbejde med forvaltningen, bekendtgørelser, rapporter, skolens budget, skemalægning og classesammensætning, strategisk planlægning, ledelsesaktiviteter, besvarelse af henvendelser fra offentlige instanser	Dimension instruction changed: Including personnel issues, cooperation with local authorities, regulations, reports, school budget, preparing time tables, strategic planning, management activities, responding to requests from public authorities
PQ-19A-F	Denmark	PQ-19B	D	Dimension instruction changed: Herunder udvikling af undervisningsindhold, overværelse af undervisning, evaluering af elever, vejledning af lærere, kompetenceudvikling af lærere	Dimension instruction changed: Including development of teaching content, observation of teaching, student evaluation, monitoring teachers, teacher professional development

²⁵ See footnotes 2 and 3 at the beginning of this User Guide.

PQ-19A-F	Denmark	PQ-19E	D	Dimension instruction changed: Herunder samarbejde med aftagerinstitutioner og samarbejde med andre (skoler eller virksomheder) om gennemførelse af uddannelserne)	Dimension instruction changed: Including cooperation with receiving institutions and cooperation with others (schools or businesses) about completion of the education(s)
PQ-19A-F	England (United Kingdom)	PQ-19A	D	Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from local or national education official	Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from local or national education official
PQ-19A-F	France	PQ-19A	D	Dimension instruction added: Les relations avec les collectivités territoriales seront prises en compte à l’item e).	Dimension instruction added: Interactions with local and regional community will be taken in account at item e).
PQ-19A-F	Italy	PQ-19A	D	Dimension instruction changed: Includendo questioni riguardanti le risorse umane e il personale, la contrattazione decentrata, la sicurezza, la preparazione di relazioni, la gestione del bilancio dell’istituto, la predisposizione dell’orario settimanale e della composizione delle classi, l’esecuzione delle delibere degli OO.CC, la comunicazione interna e esterna, le risposte alle istanze di carattere ufficiale da parte degli Enti Locali e delle autorità scolastiche, ecc.	Dimension instruction changed: Including human resource/personnel issues, school-based contract negotiations, school safety measures, the implementation of the decisions taken by the different decision-making bodies in the school, internal and external communication flows, responses to requests for official status by the local authorities and school authorities, etc.
PQ-19A-F	Italy	PQ-19B	D	Dimension instruction changed: Includendo il coordinamento del POF e dell’attività didattica, la preparazione delle riunioni degli OO.CC., il coordinamento dei docenti, la valutazione degli studenti e gli scrutini, la predisposizione di attività di mentoring per i docenti, lo sviluppo professionale dei docenti	Dimension instruction changed: Including coordinating the overall School Plan and teaching, preparing the meetings of the different decision-making bodies in the school, student assessment meetings and tasks, setting up mentoring for teachers, organising teacher professional development
PQ-19A-F	Netherlands	PQ-19E	D	Communicatie met plaatselijke of regionale gemeenschap en bedrijfsleven, waaronder tevens brandweer en politie	Interactions with local and regional community, business and industry, including fire brigade and police
PQ-19A-F	Singapore	PQ-19A	D	Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from the Ministry of Education	Dimension instruction changed: Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from the Ministry of Education
PQ-19A-F	Sweden	PQ-19B	D	Läroplans- och kursplansrelaterade frågor, samt	Curriculum related issues and teaching-related tasks and

				undervisningsrelaterade uppgifter och möten Dimension instruction changed: Inklusive att arbeta med kursplaner, undervisning, observationer i klassrummen, elevomdömen, handledning av lärare, fortbildning av lärare	meetings Dimension instruction changed: Including working with curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development
PQ-19A-F	United States	PQ-19F	D	Nationally defined dimensions: 1 = Extra-curricular planning and supervision 2 = Other	National dimensions recoded for international comparability: 1 = Extra-curricular planning and supervision / Other
PQ-20A-B	Alberta (Canada)	PQ-20A	D	I used student performance and student evaluation results (including provincial, national or international assessments) to develop the school's educational goals and programmes	I used student performance and student evaluation results (including provincial, national or international assessments) to develop the school's educational goals and programmes
PQ-20A-B	England (United Kingdom)	PQ-20A-B	D	Dimension instruction changed: If you have not been a headteacher in this school for 12 months, please indicate if you have engaged in the following since you started working as a headteacher in this school. Please mark one choice in each row.	Dimension instruction changed: If you have not been a headteacher in this school for 12 months, please indicate if you have engaged in the following since you started working as a headteacher in this school. Please mark one choice in each row.
PQ-21A-I	Alberta (Canada)	PQ-21H	D	I resolved problems with the timetable in this school	I resolved problems with the timetable in this school
PQ-21A-I	Bulgaria	PQ-21A-I	D	Stem of the question changed: Колко често сте действали или реагирали по следните начини в училището през последните 12 месеца?	Stem of the question changed: How frequently you acted or reacted in the following ways in this school during the last 12 months?
PQ-21A-I	Bulgaria	PQ-21F	D	Информирал(а) съм родителите за представянето на училището и учениците	I provided parents with information on the school and student performance
PQ-21A-I	France	PQ-21F	D	J'ai communiqué aux parents d'élèves des indicateurs de performance de l'établissement et des élèves	I provided parents with performance information on the school and students
PQ-22A-E	Bulgaria	PQ-22B	D	Това училище дава възможност на родителите да участват активно при взимането на решения	This school provides parents with opportunities to actively participate in school decisions
PQ-22A-E	Bulgaria	PQ-22E	D	В това училище всички се подкрепят и си сътрудничат	In this school everyone is supportive and collaborative
PQ-23	Alberta (Canada)	PQ-23	D	Council	Council
PQ-23	Brazil	PQ-23	D	Conselho	Council
PQ-23	Bulgaria	PQ-23	D	Училищно настоятелство	School board

PQ-23	Chile	PQ-23	D	Directorio del Establecimiento	School board
PQ-23	Croatia	PQ-23	D	Odbor	Board
PQ-23	England (United Kingdom)	PQ-23	D	Governing body	Governing body
PQ-23	Iceland - ISCED2	PQ-23	D	Skólaráð	School council
PQ-23	Iceland - ISCED3	PQ-23	D	Skólanefnd	School committee
PQ-23	Israel	PQ-23	D	مجلس إدارة (مثل: لجنة أولياء الأمور، لجنة إدارة أهلية) ועד הורים, הנהגת הורים, ועד מנהל	Governing board (such as parent committee, parent administration)
PQ-23	Italy	PQ-23	D	Consiglio d'Istituto	School council
PQ-23	Japan	PQ-23	X	Question not administered or data not available	Question not administered or data not available
PQ-23	Latvia	PQ-23	D	Padome	Council
PQ-23	Netherlands	PQ-23	D	Schoolbestuur	School board
PQ-23	Portugal	PQ-23	D	Órgão de gestão e administração	Management and administration team
PQ-23	Serbia	PQ-23	D	Odbor	Board
PQ-23	Singapore	PQ-23	D	Advisory committee	Advisory committee
PQ-23	Slovak Republic	PQ-23	D	Radu	Board
PQ-23	Spain	PQ-23	D	Consell escolar del centre Consejo escolar del centro Ikastetxeko eskola-kontseilua Consello escolar do centro	School academic council

				Consell escolar del centre	
PQ-23	Sweden	PQ-23	D	Stem of the question changed: Finns det en lokal styrelse på skolan?	Stem of the question changed: Is there a local board at the school?
PQ-24A-I	Abu Dhabi (United Arab Emirates)	PQ-24A	D	ممثل عن الجهات المحلية أو الإقليمية أو الاتحادية كوزارة التربية والتعليم أو مجلس أبوظبي للتعليم أو معهد التكنولوجيا التطبيقية Representatives of the local, regional, state, or national/federal authority i.e., Ministry of Education, ADEC, IAT	Representatives of the local, regional, state, or national/federal authority i.e.: Ministry of Education, ADEC, IAT
PQ-24A-I	Abu Dhabi (United Arab Emirates)	PQ-24H	D	ممثلو الشركات والنقابات ومؤسسات سوق العمل أو غيرها من المؤسسات الخاصة Representatives of business, labour market institutions, or other private institutions	Representatives of business, labour market institutions, or other private institutions
PQ-24A-I	Alberta (Canada)	PQ-24A	D	School board/district, or government	School board/district, or government
PQ-24A-I	Alberta (Canada)	PQ-24A-I	D	Council	Council
PQ-24A-I	Alberta (Canada)	PQ-24H	D	Labour market institutions, religious organizations	Labour market institutions, religious organisations
PQ-24A-I	Australia	PQ-24H	D	Labour market institutions, religious institutions	Labour market institutions, religious institutions
PQ-24A-I	Brazil	PQ-24A	D	Municipal, estadual ou federal	Municipality, state or federal
PQ-24A-I	Brazil	PQ-24A-I	D	Conselho	Council
PQ-24A-I	Brazil	PQ-24H	D	Igreja	Church
PQ-24A-I	Bulgaria	PQ-24A	D	Общинските или националните власти	Municipality or national authorities
PQ-24A-I	Bulgaria	PQ-24A-I	D	Училищно настоятелство	School board
PQ-24A-I	Bulgaria	PQ-24G	D	Представители на синдикатите	Representatives of trade unions
PQ-24A-I	Chile	PQ-24A-I	D	Directorio del Establecimiento	School board

PQ-24A-I	Croatia	PQ-24A	D	Lokalne, općinske ili državne	Local, municipality or state
PQ-24A-I	Croatia	PQ-24A-I	D	Odbor	Board
PQ-24A-I	Croatia	PQ-24H	D	Predstavnici tvrtki, tržišta rada, crkve ili drugih privatnih institucija	Representatives of companies, labour market, a church or other private institutions
PQ-24A-I	Cyprus ²⁶	PQ-24A	D	Τοπική ή κρατική Αρχή Local or national authority	Local or national authority
PQ-24A-I	Cyprus ²⁷	PQ-24H	D	της εκκλησίας A church	A church
PQ-24A-I	Czech Republic	PQ-24A	D	Zástupci správného orgánu na jakékoliv úrovni státní správy Representatives of an administrative body at any level of state administration	Representatives of an administrative body at any level of state administration
PQ-24A-I	Denmark	PQ-24A	D	Kommunale eller statslige	Municipal or state
PQ-24A-I	Denmark	PQ-24H	D	En kirke	A church
PQ-24A-I	England (United Kingdom)	PQ-24A	D	Local or national	Local or national
PQ-24A-I	England (United Kingdom)	PQ-24A-I	D	Governing body	Governing body
PQ-24A-I	England (United Kingdom)	PQ-24H	D	Labour market institutions, faith groups	Labour market institutions, faith groups
PQ-24A-I	Estonia	PQ-24A	D	Riigi, maakonna või kohaliku	State, country, or local
PQ-24A-I	Estonia	PQ-24H	D	Tööturu ja teiste erasektori institutsioonide esindajad	Labour market institutions
PQ-24A-I	Finland	PQ-24A	D	Kunnan tai valtion	Municipality or state

²⁶ See footnotes 2 and 3 at the beginning of this User Guide.

²⁷ See footnotes 2 and 3 at the beginning of this User Guide.

				Kommun eller stat	
PQ-24A-I	Flanders (Belgium)	PQ-24A	D	Lokale, regionale of Vlaamse overheid	Local, regional or Flemish
PQ-24A-I	Flanders (Belgium)	PQ-24H	D	Arbeidsmarktinstellingen, religieuze organisatie	Labour market institutions, religious organisation
PQ-24A-I	France	PQ-24A	D	Locales ou nationales	Local or national
PQ-24A-I	France	PQ-24H	D	Institutions du marché du travail, organisations confessionnelles	Labour market institutions, religious institutions
PQ-24A-I	Iceland	PQ-24A	D	Ríkis/sveitarfélags	National/local authorities
PQ-24A-I	Iceland - ISCED2	PQ-24A-I	D	Skólaráð	School council
PQ-24A-I	Iceland - ISCED3	PQ-24A-I	D	Skólanefnd	School committee
PQ-24A-I	Israel	PQ-24A	D	ممثّلون عن البلدية، المجلس المحلي/القطري، أصحاب الملكية، أو الوزارات الحكومية הרשות המקומית, הבעלות, המחוז או המדינה	Municipality, ownership, regional, national
PQ-24A-I	Israel	PQ-24A-I	D	مجلس إدارة (مثل: لجنة أولياء الأمور، لجنة إدارة أهلية) ועד הורים, הנהגת הורים, ועד מנהל	Governing board (such as parent committee, parent administration)
PQ-24A-I	Israel	PQ-24H	D	ممثّلون عن شركات ونقابات مهنية، هيئة دينية، أو أي مؤسسة خاصة أخرى נציגים של חברות עסקיות, גוף דתי, מוסדות הקשורים לשוק העבודה (כגון התאחדות התעשיינים) ומוסדות פרטיים אחרים	Labour market institutions, a religious body Labour market institutions
PQ-24A-I	Italy	PQ-24A	D	Enti Locali, Regioni, Ministero ed i suoi Uffici periferici	Local government, Regions, Ministry of Education and its local offices

PQ-24A-I	Italy	PQ-24A-I	D	Consiglio d'Istituto	School council
PQ-24A-I	Italy	PQ-24H	D	Istituzioni del mondo del lavoro, di istituzioni religiose	Labour market institutions, religious institutions
PQ-24A-I	Japan	PQ-24A-I	X	Question not administered or data not available	Question not administered or data not available
PQ-24A-I	Korea	PQ-24A	D	시도/지역교육청 또는 정부	Local, municipality/regional or national
PQ-24A-I	Korea	PQ-24H	D	인력시장기관, 종교재단	Labour market institutions, religious foundation
PQ-24A-I	Latvia	PQ-24A	D	Valsts vai pašvaldības	State or municipality
PQ-24A-I	Latvia	PQ-24A-I	D	Padome	Council
PQ-24A-I	Latvia	PQ-24H	D	Darba devēju, baznīcas	Employers, church
PQ-24A-I	Malaysia	PQ-24H	D	Institusi pasaran buruh, institusi keagamaan	Labour market institutions, a religious body
PQ-24A-I	Netherlands	PQ-24A	D	Gemeente	Local authority
PQ-24A-I	Netherlands	PQ-24A-I	D	Schoolbestuur	School board
PQ-24A-I	Netherlands	PQ-24G	D	Gang punched to "No"	Gang punched to "No"
PQ-24A-I	Netherlands	PQ-24H	D	Maatschappelijke, commerciële	Social, commercial
PQ-24A-I	Norway	PQ-24A	D	Lokale, regionale eller nasjonale	Local, regional or national
PQ-24A-I	Norway	PQ-24H	D	Private institusjoner	Labour market institutions
PQ-24A-I	Poland	PQ-24A	D	Samorządowych lub centralnych	Self-government or central
PQ-24A-I	Poland	PQ-24H	D	Instytucji rynku pracy, kościołów lub związków wyznaniowych	Labour market institutions, churches or denominations
PQ-24A-I	Portugal	PQ-24A	D	Representantes de uma autoridade educativa (local, municipal/regional ou Ministério da Educação e Ciência)	Representatives of an educational authority (local/municipal, regional or Ministry of Education and Science)
PQ-24A-I	Portugal	PQ-24A-I	D	Órgão de gestão e administração	Management and administration team
PQ-24A-I	Portugal	PQ-24H	D	Instituições do mercado de trabalho, de confissões religiosas	Labour market institutions, religious affiliation
PQ-24A-I	Romania	PQ-24A	D	Autorități locale, județene sau naționale	Local, county or national authorities
PQ-24A-I	Serbia	PQ-24A	D	Lokalne, opštinske, regionalne ili državne	Local, municipality, regional or state
PQ-24A-I	Serbia	PQ-24A-I	D	Odbor	Board
PQ-24A-I	Serbia	PQ-24H	D	Institucija tržišta rada	Labour market institutions
PQ-24A-I	Singapore	PQ-24A	D	Representatives from the Ministry of Education	Representatives from the Ministry of Education

PQ-24A-I	Singapore	PQ-24A-I	D	Advisory committee	Advisory committee
PQ-24A-I	Singapore	PQ-24H	D	Labour market institutions, a grassroots organisation, religious organisation	Labour market institutions, a grassroots organisation, religious organisation
PQ-24A-I	Slovak Republic	PQ-24A	D	členovia zriaďovateľ'a alebo VÚC	Representatives of an authority or a higher territorial unit
PQ-24A-I	Slovak Republic	PQ-24A-I	D	Rade	Board
PQ-24A-I	Spain	PQ-24A	D	Local, autonòmica o estatal Local, autonómica o nacional Tokiko gobernuak, erkidegokoak eta nazionalak Local, autonómica ou nacional Local, autonòmica o nacional	Local, regional or national
PQ-24A-I	Spain	PQ-24A-I	D	Consell escolar del centre Consejo escolar del centro Ikastetxeko eskola-kontseilua Consello escolar do centro Consell escolar del centre	School academic council
PQ-24A-I	Spain	PQ-24H	D	Institucions religioses Instituciones religiosas	Religious institutions

				<p>Erljio-erakundeak</p> <p>Institucións relixiosas</p> <p>Institucions religioses</p>	
PQ-24A-I	Sweden	PQ-24A	D	En kommunal/fristående huvudman, regional eller statlig	Municipality/ private entity or a regional or national
PQ-24A-I	Sweden	PQ-24A-I	D	Lokala styrelse	Local board
PQ-24A-I	Sweden	PQ-24H	D	Arbetsmarknadsinstitutioner, religiösa samfund	Labour market institution, religious communities
PQ-24A-I	United States	PQ-24A	D	Local school district or state education	Local school district or state education
PQ-24A-I	United States	PQ-24H	D	Religious institutions	Religious institutions
PQ-25A-D	Denmark	PQ-25A-D	D	Gang punched to "No"	Gang punched to "No"
PQ-25A-D	England (United Kingdom)	PQ-25A	D	Workshops or courses for parents or guardians, such as ESOL, ICT or parenting skills	Workshops or courses for parents or guardians, such as ESOL, ICT or parenting skills
PQ-25A-D	England (United Kingdom)	PQ-25D	D	Parents' evening(s)/meeting(s)	Parents' evening(s)/meeting(s)
PQ-25A-D	Flanders (Belgium)	PQ-25D	D	Bijeenkomsten met ouders (bijv. oudercontact of infosessies)	Parental meeting(s) (e.g. scheduled time slots/appointments with teachers to discuss learning progress and/or difficulties of children individually or info sessions)
PQ-25A-D	France	PQ-25A	D	Organiser des ateliers ou des cours à l'intention des parents d'élèves	Workshops or courses for parents
PQ-25A-D	France	PQ-25A-D	D	Stem of the question changed: Durant cette année scolaire, votre établissement a-t-il pris les mesures suivantes à l'intention des parents d'élèves?	Stem of the question changed: During this school year, does this school provide any of the following to parents?
PQ-25A-D	France	PQ-25B	D	Fournir des services pour encourager les parents d'élèves à participer à la vie de l'établissement (services de garde d'enfants ou de transport, par exemple)	Services to support parents' participation (e.g. providing child care)
PQ-25A-D	Israel	PQ-25A	D	ورشات عمل، محاضرات أو دورات للأهل أو لأولياء الأمور	Workshops, lectures or courses for parents or guardians

				סדנאות, הרצאות או קורסים להורים או לאפוטרופוסים	
PQ-25A-D	Israel	PQ-25D	D	لقاءات مع الأهالي (لقاءات فردية، اجتماعات صفية / طبقية / عامة) מפגשים עם הורים (מפגשים פרטניים; אספות כיתתיות, שכבתיות או בית ספריות)	Meetings with parents (individual meetings; class, grade or school meetings)
PQ-25A-D	Netherlands	PQ-25D	D	Ouderavond(en) of individuele voortgangsgesprekken	Parental meeting(s) or individual meetings with parents on student progress
PQ-26A-I	Bulgaria	PQ-26A-I	D	Question instruction changed: Отбележете само едно квадратче на всеки ред	Question instruction changed: Please mark one choice in each row
PQ-26A-I	Bulgaria	PQ-26E	D	Системата за формиране на работната заплата в зависимост от възрастта, стажа и професионална квалификация, а не в зависимост от реалните постижения в работата	A system for determining an employee's salary mainly according to his or her educational level and age or seniority rather than by his or her performance on the job
PQ-26A-I	France	PQ-26A-I	D	Question instruction changed: Par « barème salarial progressif », on entend un système salarial déterminé davantage par le niveau de recrutement, l'âge ou l'ancienneté des intéressés, que par leur performance professionnelle. Cochez une seule case par ligne.	Question instruction changed: A 'career-based wage system' is used when an employee's salary is determined mainly by his or her recruitment level and age or seniority rather than by his or her performance on the job. Please mark one choice in each row.
PQ-26A-I	Singapore	PQ-26E	D	Teachers' career-based wage system (determined mainly by seniority rather than performance)	Teachers' career-based wage system (determined mainly by seniority rather than performance)
PQ-26A-I	Sweden	PQ-26E	X	Dimension not administered or data not available	Dimension not administered or data not available
PQ-27A-E	Bulgaria	PQ-27A-E	D	Stem of the question changed: Колко често работата на учителите в това училище се оценява формално от следните лица?	Stem of the question changed: How often is each teacher formally appraised in this school by the following people?
PQ-27A-E	Bulgaria	PQ-27D	D	Учители	Teachers
PQ-27A-E	Denmark	PQ-27E	D	Eksterne personer eller myndigheder (fx undervisningsinspektør, repræsentanter fra forvaltningen eller andre udenfor skolen)	External persons or authorities (e.g. education inspectors, representatives from the municipal authorities or others outside the school)
PQ-27A-E	England (United	PQ-27E	D	External individuals or bodies (e.g. inspectors, LA	External individuals or bodies (e.g. inspectors, LA

	Kingdom)			representatives, or other persons from outside the school)	representatives, or other persons from outside the school)
PQ-27A-E	Flanders (Belgium)	PQ-27E	D	Externe personen of instanties (bv. inspecteurs, vertegenwoordigers van steden of gemeenten, pedagogisch begeleiders of andere personen van buiten de school)	External individuals or bodies (e.g. inspectors, municipality representatives, educational supervisors or other persons from outside the school)
PQ-27A-E	France	PQ-27E	D	Des personnes externes (inspecteurs, représentants de la municipalité, du district ou de l'arrondissement ou autres personnes extérieures à l'établissement)	External individuals (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school)
PQ-27A-E	Netherlands	PQ-27E	D	Door externe personen of instanties (bijv. inspecteurs of anderen van buiten de school)	External individuals or bodies (e.g. inspectors or other persons from outside the school)
PQ-27A-E	Singapore	PQ-27A	D	You, as principal and/or your vice-principal	You, as principal and/or your vice-principal
PQ-27A-E	Singapore	PQ-27C	D	Assigned mentors (who are not a part of the management team)	Assigned mentors (who are not a part of the management team)
PQ-27A-E	Singapore	PQ-27D	D	Other teachers (who are not part of the school management team and not assigned mentors)	Other teachers (who are not part of the school management team and not assigned mentors)
PQ-27A-E	Singapore	PQ-27E	D	External individuals or bodies (e.g. cluster superintendents or other persons from outside the school)	External individuals or bodies (e.g. cluster superintendents or other persons from outside the school)
PQ-27A-E	Sweden	PQ-27A	D	Rektor	Principal
PQ-27A-E	United States	PQ-27E	D	External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)	External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)
PQ-28A-F	Bulgaria	PQ-28A-F	D	Nationally defined categories: 1 = Външни лица или органи 2 = Вие (директорът) 3 = Педагогическият съвет 4 = Учители–методисти/ наставници 5 = Други учители 6 = Не е провеж-дано в училището	Nationally defined categories: 1 = External individuals or bodies 2 = You, as principal 3 = Pedagogical council 4 = Assigned mentors 5 = Other teachers 6 = Not used in this school
PQ-28A-F	Bulgaria	PQ-28F	D	Обсъждане на обратната връзка, получена от родителите	Discussion about feedback received by parents
PQ-28A-F	Croatia	PQ-28C	X	Dimension not administered or data not available	Dimension not administered or data not available
PQ-28A-F	Czech Republic	PQ-28A	D	Hospitace výuky ve třídě	Inspection of classroom teaching
PQ-28A-F	Denmark	PQ-28B	D	Undersøgelser af elevers vurdering af undervisningen	Surveys of student assessment of teaching

PQ-28A-F	Denmark	PQ-28E	D	Samtale med læreren på baggrund af selvevaluering	Discussion with the teacher based on a self-assessment
PQ-28A-F	England (United Kingdom)	PQ-28D	D	Review of students' test scores	Review of students' test scores
PQ-28A-F	Flanders (Belgium)	PQ-28E	D	Bespreking van zelfevaluatie van leraren omtrent hun werk (bv. op basis van een portfolio)	Discussion of teachers' self-assessments of their work (e.g. on the basis of a portfolio)
PQ-28A-F	France	PQ-28A-F	D	Stem of the question changed: Qui utilise les modalités suivantes pour évaluer le travail des enseignants de votre établissement ?	Stem of the question changed: Who uses the following modalities as part of the formal appraisal of teachers' work in this school?
PQ-28A-F	Israel	PQ-28E	D	مناقشة تقييمات المعلمين الذاتية لعملهم דיון בהערכה העצמית של המורה על עבודתו	Discussion of teachers' self-assessments of their work
PQ-28A-F	Singapore	PQ-28A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = You, as principal and/or your vice-principal 3 = Other Member(s) of school management team 4 = Assigned mentors (not a part of the management team) 5 = Other teachers (not a part of the management team and not assigned mentors) 6 = Not used in this school	Nationally defined categories: 1 = External individuals or bodies 2 = You, as principal and/or your vice-principal 3 = Other Member(s) of school management team 4 = Assigned mentors (not a part of the management team) 5 = Other teachers (not a part of the management team and not assigned mentors) 6 = Not used in this school
PQ-28A-F	Singapore	PQ-28E	D	Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment, work review)	Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment, work review)
PQ-28A-F	Sweden	PQ-28A-F	D	Nationally defined categories: 1 = Externa individer eller organ 2 = Rektor 3 = Medlemmar i skolans ledningsgrupp 4 = Utsedda mentorer 5 = Andra lärare (som inte ingår i ledningsgruppen) 6 = Sker inte på den här skolan	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = Not used in this school
PQ-29A-H	Croatia	PQ-29C,F	X	Dimension not administered or data not available	Dimension not administered or data not available
PQ-29A-H	Denmark	PQ-29C	D	Gang punched to "Never"	Gang punched to "Never"
PQ-29A-H	Denmark	PQ-29F	D	Lærerens løn ændres	The teacher's payment is changed
PQ-29A-H	England	PQ-29B	D	A development or training plan is developed for the teacher	A development or training plan is developed for the teacher

	(United Kingdom)				
PQ-29A-H	England (United Kingdom)	PQ-29C	D	If a teacher is found to be a poor performer, material sanctions such as withheld annual increases in pay are imposed on the teacher	If a teacher is found to be a poor performer, material sanctions such as withheld annual increases in pay are imposed on the teacher
PQ-30A-F	Alberta (Canada)	PQ-30C	D	School staff have an open discussion about difficulties/challenges	School staff have an open discussion about difficulties/challenges
PQ-30A-F	Bulgaria	PQ-30D	D	Всеки уважава възгледите и идеите на колегите си	Everyone respects other colleagues' ideas
PQ-30A-F	Bulgaria	PQ-30E	D	Всеки споделя успеха си с другите колеги	Everyone sharing success with other colleagues
PQ-31A-I	Bulgaria	PQ-31A	D	добри	Good
PQ-31A-I	Croatia	PQ-31A	D	Kvalitetnih	Good quality
PQ-31A-I	Flanders (Belgium)	PQ-31A	D	Tekort aan gekwalificeerde leraren en/of leraren die goed werk leveren	Shortage of qualified and/or teachers who do a good job
PQ-31A-I	Flanders (Belgium)	PQ-31C	X	Dimension not administered or data not available	Dimension not administered or data not available
PQ-31A-I	Iceland	PQ-31A	D	Hæfum	Competent
PQ-31A-I	Israel	PQ-31A	D	מורים איכותיים	Quality teachers
PQ-31A-I	Israel	PQ-31I	D	נقص في الموظفين الذين يقدمون الدعم لعملية التدريس (المعزّز) המסייע מחסור בעובדים המספקים תמיכה (ובכלל זה המעריך המסייע)	Shortage of support personnel (including remedial support)
PQ-31A-I	Italy	PQ-31A	D	Competenti	Competent
PQ-31A-I	Italy	PQ-31B	D	Carenza di docenti di sostegno per gli studenti con bisogni speciali di apprendimento	Shortage of support teachers for students with special educational needs
PQ-31A-I	Italy	PQ-31I	D	Carenza di personale di supporto alla didattica (per esempio personale educativo, assistenti tecnici e di laboratorio, collaboratori scolastici, ecc.)	Shortage of support personnel (for example, tutors in boarding schools, lab assistants, caretakers also providing assistance in supervision of pupils, etc.)
PQ-31A-I	Korea	PQ-31A	D	수업을 잘 하는	Well teaching
PQ-31A-I	Latvia	PQ-31A	D	Labi strādājoši	Well working

PQ-31A-I	Norway	PQ-31A	D	Gode	Good
PQ-31A-I	Poland	PQ-31A	D	Brak nauczycieli wykwalifikowanych lub osiągających dobre wyniki pracy	Shortage of qualified and/or teachers well performing at work
PQ-31A-I	Portugal	PQ-31A	D	Competentes	Competent
PQ-31A-I	Serbia	PQ-31A	D	Uspešnih	Successful
PQ-31A-I	Serbia	PQ-31B	D	Nedostatak nastavnika/ca koji imaju kompetencije za rad sa učenicima sa smetnjama u razvoju i invaliditetom	Shortage of teachers with competence in teaching students with difficulties in development and disabilities
PQ-31A-I	Slovak Republic	PQ-31A	D	Výkonných	Performing
PQ-31A-I	Spain	PQ-31A	D	Bo Buenos Onen Bos Bons	Good
PQ-31A-I	Sweden	PQ-31A	D	Skickliga	Capable
PQ-31A-I	United States	PQ-31A	D	High-performing	High-performing
PQ-32A-K	Alberta (Canada)	PQ-32G	D	Intimidation or verbal abuse of teachers or other staff	Intimidation or verbal abuse of teachers or other staff
PQ-32A-K	Denmark	PQ-32C	D	Snyder (fx gennem kopiering fra internettet eller afskrivning fra en anden elev.)	Cheating (e.g. by copying from the Internet or another student)
PQ-32A-K	Denmark	PQ-32G	D	Truer eller taler nedsættende til elever, lærere eller andre medarbejdere	Intimidates or speaks slightly to students, teachers or other employees
PQ-32A-K	England (United Kingdom)	PQ-32B,J	D	Absenteeism (include only unjustified absences)	Absenteeism (include only unjustified absences)

PQ-32A-K	England (United Kingdom)	PQ-32H	D	Use/possession of drugs and/or alcohol in school	Use/possession of drugs and/or alcohol in school
PQ-32A-K	France	PQ-32E	D	Harcèlement, intimidation ou agression verbale d'élèves (ou autres formes de brutalité hors atteintes physiques)	Harassment, intimidation or verbal abuse among students (or other forms of non-physical bullying)
PQ-32A-K	France	PQ-32G	D	Harcèlement, intimidation ou agression verbale d'enseignants ou de membres du personnel	Harassment, intimidation or verbal abuse of teachers or staff
PQ-32A-K	France	PQ-32K	D	Discrimination (basée sur le sexe, le handicap ou autre)	Discrimination (e.g. based on gender, disability or other)
PQ-33A-C	Flanders (Belgium)	PQ-33B	D	Er zijn informele activiteiten met het oog op de integratie van nieuwe leraren, die niet onder de aanvangsbegeleiding vallen	There are informal activities aiming to integrate new teachers not part of an induction programme
PQ-33A-C	France	PQ-33A	D	Il existe un programme d'accompagnement prévu par les textes pour les enseignants à leur entrée en fonction	There is an induction programme for new teachers that is provided by the law
PQ-33A-C	France	PQ-33B	D	Il existe un programme d'accompagnement non prévu par les textes pour les enseignants à leur entrée en fonction	There are induction activities for new teachers not part of an induction programme that is not provided by the law
PQ-33A-C	Italy	PQ-33A	D	Esiste un programma ministeriale di avvio alla professione per tutti i neo-assunti	There is an ministerial induction programme for new teachers
PQ-33A-C	Netherlands	PQ-33C	D	Nieuwe docenten krijgen een organisatorische en administratieve introductie (o.a. ronde door de school, uitleg schoolreglement, uitleg administratieve procedures, etc.)	New teachers get an organisational and administrative introduction (e.g. school tour, explanation of school regulations, explanation of administrative procedures, etc.)
PQ-33A-C	Portugal	PQ-33A	D	Existe um programa de integração e orientação/supervisão para os novos docentes	There is an integration and guidance/supervision programme for new teachers
PQ-33A-C	Portugal	PQ-33A-C	D	Question instruction changed: Consideram-se 'novos docentes' aqueles que estão nessa escola pela primeira vez, incluindo os docentes em início de carreira. Por favor assinale uma opção em cada linha.	Question instruction changed: New teachers are defined as those teachers who are for the first time in this school, including teachers who are beginning their career. Please mark one choice in each row.
PQ-33A-C	Portugal	PQ-33B	D	Existem atividades informais de integração e orientação /supervisão para os novos docentes que não fazem parte de um programa de integração e orientação/supervisão	There are informal integration and guidance/supervision activities for new teachers not part of an integration and guidance/supervision programme
PQ-33A-C	Singapore	PQ-33A	D	There is an induction programme	There is an induction programme
PQ-33A-C	Singapore	PQ-33B	D	There are informal induction activities not part of an induction programme	There are informal induction activities not part of an induction programme
PQ-33A-C	Singapore	PQ-33C	D	There is a general and/or administrative introduction to the	There is a general and/or administrative introduction to the

				school	school
PQ-34	France	PQ-34	D	<p>Question instruction changed: Cochez toutes les cases pertinentes</p> <p>Nationally defined dimensions: 1 = Le programme d'accompagnement à la prise de fonction prévu par les textes</p> <p>Nationally defined categories: 1 = A tous les enseignants qui arrivent dans cet établissement 2 = Uniquement aux enseignants en début de carrière, c'est-à-dire ceux dont c'est le premier poste</p>	<p>Question instruction changed: Please mark as many choices as appropriate</p> <p>National dimensions recoded for international comparability: 1 = The induction programme that is provided by the law</p> <p>Nationally defined categories: 1 = All teachers who are new to this school 2 = Only teachers new to this school who are also new to teaching, i.e. those for whom it is the first job as a teacher</p>
PQ-34	Portugal	PQ-34	D	<p>Stem of the question changed: Quais os docentes dessa escola que beneficiam de um programa de integração e orientação/supervisão?</p>	<p>Stem of the question changed: Which teachers at this school are offered an integration and guidance/supervision programme?</p>
PQ-35A-I	Alberta (Canada)	PQ-35I	D	<p>Nationally defined dimensions: 1 = Inter-classroom observations 2 = Inter-school observations 3 = None of the above</p>	<p>National dimensions recoded for international comparability: 1 = Inter-classroom observations / Inter-school observations / None of the above</p>
PQ-35A-I	Bulgaria	PQ-35H	X	Dimension not administered or data not available	Dimension not administered or data not available
PQ-35A-I	England (United Kingdom)	PQ-35C	D	Scheduled meetings with the headteacher and/or teacher colleagues	Scheduled meetings with the headteacher and/or teacher colleagues
PQ-35A-I	England (United Kingdom)	PQ-35I	D	<p>Nationally defined dimensions: 1 = A reduced teaching schedule 2 = None of the above</p>	<p>National dimensions recoded for international comparability: 1 = A reduced teaching schedule / None of the above</p>
PQ-35A-I	Israel	PQ-35A	D	معلمون مُتَمَرِّسون يعملون كمُرشدين / كمدرِّبين	Experienced teachers as mentors or training teachers
PQ-35A-I	Netherlands	PQ-35I	D	<p>Nationally defined dimensions: 1 = Geen van bovenstaande 2 = Periodiek lesbezoek door de schoolleider</p>	<p>National dimensions recoded for international comparability: 1 = Non of the above / Periodical class visit by the principal</p>
PQ-35A-I	Portugal	PQ-35A-I	D	<p>Stem of the question changed: Que estruturas e atividades estão incluídas no programa de integração e orientação/supervisão?</p>	<p>Stem of the question changed: What structures and activities are included in this integration and guidance/supervision programme?</p>
PQ-35A-I	Portugal	PQ-35I	D	Nenhuma destas opções	None of these options

PQ-35A-I	Singapore	PQ-35C	D	Scheduled meetings with principal and/or teachers	Scheduled meetings with principal and/or teachers
PQ-36	Portugal	PQ-36	D	Stem of the question changed: Os docentes nessa escola beneficiam de um sistema formal de orientação/supervisão?	Stem of the question changed: Do teachers at your school have access to a formal guidance/supervision system?
PQ-37	Denmark	PQ-37	D	Stem of the question changed: Har mentorlæreren samme fag som den lærer, der modtager vejledning?	Stem of the question changed: Does the mentor teacher have the same subjects as the teacher receiving mentoring?
PQ-37	Portugal	PQ-37	D	Stem of the question changed: A área científica do orientador/supervisor é a mesma área do docente que está a ser orientado/supervisionado?	Stem of the question changed: Is the main subject field(s) of the guide/supervisor the same as that of the teacher being guided/supervised?
PQ-38A-F	Portugal	PQ-38A-F	D	Stem of the question changed: Que importância atribui ao processo de orientação/supervisão dos docentes e da escola, nas seguintes situações?	Stem of the question changed: How would you generally rate the importance of guiding/supervising for teachers and school?
PQ-39A-I	Bulgaria	PQ-39A-I	D	Stem of the question changed: Доколко сте съгласен/съгласна или несъгласен/несъгласна със следните твърдения, свързани с работата Ви като директор?	Stem of the question changed: To what extent do you agree or disagree with the following statements about your job as school principal?
PQ-39A-I	Israel	PQ-39A-I	D	Stem of the question changed: התאמתם דע. תדובעל עגונב חלש תיללכה השגרהב תקסוע וז הלאש מע מיכסמ אל וא מיכסמ חלהלש מידגיהה?	Stem of the question changed: The following questions relate to your general feel about your job. How strongly do you agree or disagree with the following statements?
PQ-S	Bulgaria	PQ-S-F	D	Section instruction changed: Под “преподавателски инструктаж” се разбира структурирана съвкупност от дейности в училището, целящи да въведат или подпомогнат младите учители в професията и/или новопостъпилите учители в училището, като изключва подпомагането на студенти по време на тяхната учебна практика. Дейностите по инструктиране може да се определят от самото училище или от външни образователни институции, като може да включват групов работа с други млади учители, методическо ръководство от опитни учители и други. Под “методическо ръководство” се разбира дейност в училището, при която по-опитните учители подкрепят тези с по-малък опит. То може да обхваща както всички учители, така и само новите за училището.	Section instruction changed: An ‘induction programme’ is defined as a structured range of activities at school to support new teachers’ introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies. ‘Mentoring’ is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

PQ-S	Denmark	PQ-S-A	D	Section instruction changed: Spørgsmålene nedenfor handler om dig, din uddannelse og din stilling som skoleleder/leder	Section instruction changed: The questions below are about you, your education and your position as school principal/leader
PQ-S	Denmark	PQ-S-D	D	Section instruction changed: Evaluerings' defineres i denne sammenhæng som en vurdering af lærerens indsats foretaget af lederen, en ekstern person eller myndighed eller af lærerens kolleger. Her er det defineret som en formel vurdering (f.eks. som en del af et planlagt resultatbaseret styringssystem, der omfatter bestemte procedurer og kriterier) til forskel fra en mere uformel tilgang (f.eks. i form af uformelle diskussioner).	Section instruction changed: In this context evaluation is defined as a review of the teacher's work carried out by the principal, an external person or authority or the teacher's colleagues. Here it is defined as a formal review (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
PQ-S	Denmark	PQ-S-F	D	Section instruction changed: Det følgende afsnit indeholder spørgsmål om introduktions - og mentorordninger. Et *introduktionsforløb defineres som en række strukturerede aktiviteter på skolen med det formål at understøtte nyuddannede eller nyansatte læreres introduktion til undervisningsprofessionen/skolen. Lærerstuderende i praktik er ikke omfattet af dette. Et introduktionsforløb kan fx indeholde samarbejde med andre nye lærere, alene eller i samarbejde med andre skoler eller uddannelsesmyndigheder. *Mentorordning* defineres som et system på skolen, hvor mere erfarne lærere støtter mindre erfarne lærere. Dette system kan involvere alle lærere på skolen eller kun nye lærere.	Section instruction changed: The following section includes questions on induction and mentoring. An 'induction programme' is defined as a structured range of activities at school to support newly educated or newly employed teachers' introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies. 'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.
PQ-S	England (United Kingdom)	PQ-S-D	D	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the head teacher, an external inspector or by the teacher's colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the head teacher, an external inspector or by the teacher's colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
PQ-S	Flanders (Belgium)	PQ-S-D	D	Section instruction changed: In dit deel wordt 'beoordeling' gedefinieerd als de situatie waarbij het werk van een leraar wordt besproken door de directeur, door een externe persoon (bijv. pedagogisch begeleider of inspecteur) of door zijn of haar collega's. Hier	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external person (e.g. pedagogical counsellor or inspector) or by his or her colleagues. Here, it is defined as a more formal approach (e.g.

				wordt het gedefinieerd als een eerder formele aanpak (bijv. als onderdeel van een formeel systeem om prestaties in kaart te brengen, met vastgestelde procedures en criteria, zoals bv. de evaluatie en/of het functioneringsgesprek) in plaats van een eerder informele aanpak (bijv. door middel van informele gesprekken).	as part of a formal performance management system, involving set procedures and criteria, such as e.g. the evaluation and/or performance interview) rather than a more informal approach (e.g. through informal discussions).
PQ-S	France	PQ-S-F	D	<p>Section instruction changed:</p> <p>La section suivante porte sur la prise de fonction et le tutorat des enseignants.</p> <p>Par « programme d'accompagnement », on entend l'éventail d'activités organisées pour faciliter les débuts des enseignant(e)s dans leur métier, ou dans leur nouvel établissement d'affectation. Les étudiants en stage dans l'établissement ne sont pas concernés. Ces programmes peuvent par exemple prévoir l'encadrement des enseignants débutants par des enseignants expérimentés, la collaboration avec d'autres enseignants débutants, etc. Ils peuvent s'inscrire dans un système conçu par votre établissement, éventuellement en collaboration avec d'autres établissements, ou par les autorités en charge de l'éducation ou des services externes.</p> <p>Par « tutorat » on entend un système de soutien dans lequel des enseignants plus expérimentés aident des enseignants moins expérimentés. Ce système peut s'adresser soit à tous les enseignants de l'établissement, soit uniquement aux enseignants nouvellement nommés dans l'établissement.</p>	<p>Section instruction changed:</p> <p>The following section includes questions on induction and mentoring.</p> <p>An 'induction programme' is defined as a structured range of activities at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies. 'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure might involve either all teachers in the school or only teachers that are new appointed in the school.</p>
PQ-S	Israel	PQ-S-F	D	<p>Section instruction changed:</p> <p>يشمل هذا القسم أسئلة عن مرافقة المعلمين وإرشادهم معرّف كمجموعة من النشاطات תוכנית ליווי (برنامج مرافقة للمعلمين " " ديهمتو دדגל المنظمة في المدرسة لدعم استقبال المعلمين المعلمين -انخرطهم في مهنة التدريس/المدرسة. هذا البرنامج لا يشمل الطلاب الذين يتدربون في إطار تأهيل סטודנטים להוראה (المعلمين، من الممكن أن يشمل برنامج المرافقة عمل الزملاء مع معلمين جدد آخرين، إرشاد من قبل معلمين ذوي خبرة وغير ذلك رتيب الرسمي لهذا البرنامج يمكن أن يتم على صعيد المدرسة، أو سلطات تل التربية، أو جهات خارجية برنامج الإرشاد " معرّف كنظام دعم للمدرسة، إذ يقوم من خلاله معلّمون أكثر " خبرة بدعم ومساعدة معلّمين أقل خبرة. قد يشمل هذا معلّمين الجدد فقط النظام جميع المعلمين في المدرسة، أو الم</p>	<p>Section instruction changed:</p> <p>The following section includes questions on induction and mentoring.</p> <p>An 'induction programme for teachers' (induction programme) is defined as a structured range of activities at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies. 'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers.</p>

					This structure might involve all teachers in the school or only new teachers.
PQ-S	Japan	PQ-S-D	D	Section instruction changed: Konosekusyondeha, kyounnosigotowokouyou, gaibunokozin matahakikanyadouryoukyouinga sinsasurukotowo (hyouka) to teigisimasu. Kokodeha, kousikinasuyhou (tatoeba, syoteino tetudukiya kizyunnimotozuku seikinogyousekikannrisisutemunoitibutosite okonawarerubaai) ni yorumonowo taisyoutosimasu.	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria).
PQ-S	Portugal	PQ-S-F	D	Section instruction changed: A seguinte secção inclui questões sobre integração e orientação/supervisão. Um 'programa de integração e orientação/supervisão' é definido como um conjunto estruturado de atividades na escola para apoiar os novos docentes. Este programa não é dirigido aos futuros docentes que estão ainda a estudar ou em estágio. Um programa de integração e orientação/supervisão pode incluir atividades entre pares com outros novos docentes, com docentes mais experientes, etc. As regras podem ser definidas pela escola, em colaboração com outras escolas ou pelas autoridades educativas/entidades externas. A 'Orientação/supervisão' é uma estrutura de apoio que existe na escola em que os docentes mais experientes apoiam os menos experientes. Deste apoio, podem beneficiar todos os docentes ou apenas os novos docentes.	Section instruction changed: The following section includes questions on Integration and Guidance/supervision. An 'integration and guidance/supervision' programme' is defined as a structured range of activities at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An integration programme could include peer work with other new teachers, guidance/supervision by experienced teachers etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies. 'Guidance/supervision' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.
PQ-S	Singapore	PQ-S-D	D	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, the cluster superintendent or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, the cluster superintendent or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
PQ-S	Sweden	PQ-S-F	D	Section instruction changed: Följande avsnitt innehåller frågor om introduktion och mentorsprogram. Ett "introduktionsprogram", inklusive introduktionsperioden för nyutexaminerade lärare enligt 2. Kap. 16 § skollagen (2010:800), definieras som en strukturerad uppsättning aktiviteter på skolan för att stödja introduktionen av lärare	Section instruction changed: The following section includes questions on induction and mentoring. An 'induction programme', including an induction period for newly examined teachers according to chapter 2, 16 § Swedish School Law (2010:800), is defined as a structured range of activities at school to support new teachers'

				<p>som är nya i yrket eller nya på skolan. Lärarpraktikanter som fortfarande går sin lärarutbildning inkluderas inte. Ett introduktionsprogram kan inkludera kollegialt samarbete med andra nya lärare, mentorskap från erfarna lärare, med mera. Det formella arrangemanget kan vara utformat av skolan eller i samarbete med andra skolor eller skolmyndigheter eller externa organ.</p> <p>”Mentorsprogram” definieras som en stödstruktur på skolan, där mer erfarna lärare stödjer mindre erfarna lärare. Den här strukturen kan involvera samtliga lärare på skolan eller enbart nya lärare.</p>	<p>introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme could include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement could be defined by your school, or in relation to other schools, or by educational authorities/external agencies.</p> <p>'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.</p>
PQ-S	United States	PQ-S-F	D	<p>An ‘induction program’ is defined as a structured range of activities at school to support new teachers’ introduction into the teaching profession/school. Student teachers still within the teacher education program are not included. An induction program may include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement may be defined by your school, in relation to other schools, or by educational authorities/external agencies.</p> <p>‘Mentoring’ is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure may involve all teachers in the school or only new teachers.</p>	<p>An ‘induction programme’ is defined as a structured range of activities at school to support new teachers’ introduction into the teaching profession/school. Student teachers still within the teacher education programme are not included. An induction programme may include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement may be defined by your school, in relation to other schools, or by educational authorities/external agencies.</p> <p>‘Mentoring’ is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure may involve all teachers in the school or only new teachers.</p>

7.4.3 Country-specific adaptations to the teacher questionnaire

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned *Question group* first, then by *Country*, then by the specific question *Location* affected. Question group and location are given in the notation Questionnaire-QuestionNumber, *e.g.* TQ-07 for question 7 in the teacher questionnaire.

The column *Adaptation - Language of test* contains the national version, column *Adaptation - English backtranslation* describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Data Processing and Research Center during the data processing. For structural adaptations, both columns hold an explanation of the change, *e.g.* “Nationally defined categories”. For non-structural adaptations, for the most part adaptations of terms in pointed brackets (<>), the columns hold the term in the language of test and the back translation of the entire concerned passage into English. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- **Code D: National data are included in the international database.**
This code is used for questions where the specific national version was considered appropriate for comparison.
- **Code X: National data are not included in the international database.**
This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (*e.g.*, not internationally comparable, removed because of NPM request, or removed due to other data problems).

Table 7.10 List of country-specific adaptations to the teacher questionnaire sorted by question group, country and location

Question group	Country	Location	Code	Adaptation - Language of test	Adaptation - English backtranslation
TQ-01	Bulgaria	TQ-01	D	Stem of the question changed: Какъв е Вашият пол?	Stem of the question changed: What is your gender?
TQ-01	Denmark	TQ-01	D	Stem of the question changed: Hvad er dit køn?	Stem of the question changed: What is your sex?
TQ-01	Japan	TQ-01	D	Nationally defined categories: 1 = Dansei 2 = Zyosei	National categories recoded for international comparability: 1 = Female 2 = Male
TQ-01	Poland	TQ-01	D	Stem of the question changed: Prosimy podać płeć	Stem of the question changed: Please state your gender
TQ-01	Spain	TQ-01	D	*Catalan Stem of the question changed: Sexe *Spanish	Stem of the question changed: Gender

				<p>Stem of the question changed: Sexo</p> <p>*Galician Stem of the question changed: Sexo</p> <p>*Valencian Stem of the question changed: Sexe</p>	
TQ-02	Spain	TQ-02	D	<p>*Catalan Stem of the question changed: Edat</p> <p>*Spanish Stem of the question changed: Edad</p> <p>Question instruction changed: Escriba los años que tiene</p> <p>*Galician Stem of the question changed: Idade</p> <p>Question instruction changed: Escriba os anos que ten</p> <p>*Valencian Stem of the question changed: Edat</p> <p>Question instruction changed: Escriba la seua edat</p>	<p>*Catalan Stem of the question changed: Age</p> <p>*Spanish Stem of the question changed: Age</p> <p>Question instruction changed: Write how old you are</p> <p>*Galician Stem of the question changed: Age</p> <p>Question instruction changed: Write how old you are</p> <p>*Valencian Stem of the question changed: Age</p> <p>Question instruction changed: Write how old you are</p>
TQ-03	Israel	TQ-03	D	Question instruction changed:	Question instruction changed:

				<p>لتحديد حجم وظيفتك، رجاءً خذ بالحسبان جميع وظائفك التعليمية الحالية معاً. إمكانية واحدة فقط، بحسب ما هو مسجل لديك في قسيمة الدّخْل رجاءً، أُشير إلى (تروكشم/شولت).</p> <p>Question instruction changed: דחי סג דלש הארוהה תורשמ לכ תא לולכ דתבושתב דלש תרוכשמה שולתב רדגומה יפל, דבלב תחא תורשפא נמס</p>	<p>Please consider your employment status for all of your current teaching jobs combined. Please mark one choice, as defined in your pay check.</p>
TQ-04	Australia	TQ-04	D	<p>Nationally defined categories: 1 = I chose to work part-time 2 = A full-time position was not available</p>	<p>Nationally defined categories: 1 = I chose to work part-time 2 = A full-time position was not available</p>
TQ-04	England (United Kingdom)	TQ-04	D	<p>Nationally defined categories: 1 = I chose to work part-time 2 = A full time position was not available/possible</p>	<p>Nationally defined categories: 1 = I chose to work part-time 2 = A full time position was not available/possible</p>
TQ-05A-D	Cyprus ²⁸	TQ-05A-D	D	<p>Question instruction changed: Παρακαλούμε να στρογγυλοποιήσετε τον αριθμό σε χρόνια (συμπεριλάβετε και τη φετινή χρονιά)</p> <p>Question instruction changed: Please round up to whole years (including this year)</p>	<p>Question instruction changed: Please round up to whole years (including this year)</p>
TQ-05A-D	Israel	TQ-05C	D	<p>سنة /سنوات من العمل في مناصب مدرسية أخرى لا تتعلق بالتدريس (لا يشمل عدد سنوات عملي كمعلم)</p> <p>שנות עבודה בתפקידים בית-ספריים אחרים שאינם קשורים להוראה (אל תכלול את שנות עבודתך כמורה)</p>	<p>Year(s) working in other education roles which don't relate to teaching (do not include years working as a teacher)</p>
TQ-05A-D	Israel	TQ-05D	D	<p>سنة /سنوات من العمل في مهن لا تتعلق بالتدريس، في أماكن عمل أخرى</p> <p>שנות עבודה במקצועות שאינם קשורים להוראה, במקומות עבודה אחרים</p>	<p>Year(s) working in other professions that are not related to teaching, in other workplaces</p>

²⁸ See footnotes 2 and 3 at the beginning of this User Guide.

TQ-05A-D	England (United Kingdom)	TQ-05A-D	D	Stem of the question changed: How many years' experience do you have?	Stem of the question changed: How many years' experience do you have?
TQ-06	Flanders (Belgium)	TQ-06	D	Question instruction changed: Gelieve één keuze aan te duiden. Gelieve te opteren voor het statuut dat geldt voor het grootste deel van uw opdracht. Nationally defined categories: 1 = Vaste benoeming, tijdelijke aanstelling van doorlopende duur (TADD) of Tijdelijk Andere Opdracht (TAO) (een doorlopend contract zonder vastgestelde einddatum vóór de pensioengerechtigde leeftijd) 2 = Tijdelijke aanstelling van bepaalde duur voor een periode van meer dan 1 schooljaar 3 = Tijdelijke aanstelling van bepaalde duur voor een periode van 1 schooljaar of minder	Question instruction changed: Please mark one choice. Please choose the employment status that accounts for the largest part of your assignment. Nationally defined categories: 1 = Tenure, temporary appointment of continuous duration or temporarily other assignment (an on going contract with no fixed end-point before the age of retirement) 2 = Temporary appointment of fixed duration for a period of more than 1 school year 3 = Temporary appointment of fixed duration for a period of 1 school year or less
TQ-06	Denmark	TQ-06	D	Stem of the question changed: Hvordan er du ansat som lærer på din skole? Nationally defined categories: 1 = Fastansættelse (en løbende kontrakt uden fastsat slutdato før pensionsalder) 2 = Kontraktansættelse for en periode på mere end et skoleår, herunder årsvikariat 3 = Kontraktansættelse for en periode på et skoleår eller mindre, herunder årsvikariat	Stem of the question changed: How are you employed as a teacher in your school? Nationally defined categories: 1 = Employed on a permanent basis (a running contract with no fixed end-date before retirement age) 2 = Contract employment for a period of more than one school year, including annual substitution contract 3 = Contract employment for a period of one school year or less, including annual substitution contract
TQ-06	France	TQ-06	D	Nationally defined categories: 1 = Titulaires (y compris stagiaires) de l'enseignement public ou maîtres contractuels de l'enseignement privé sous contrat définitif ou probatoire 2 = Contrat de travail permanent (CDI de l'enseignement public ou délégués auxiliaires en CDI de l'enseignement privé) 3 = Contrat de travail à durée déterminée de plus d'une année scolaire 4 = Contrat de travail à durée déterminée d'une année scolaire ou moins	National categories recoded for international comparability: 1 = Full teachers (including trainee teachers) in public or private schools / Permanent employment (CDI in public or private schools) 2 = Fixed-term contract for a period of more than 1 school year 3 = Fixed-term contract for a period of 1 school year or less
TQ-06	Italy	TQ-06	D	1 = Contratto a tempo indeterminato 2 = Contratto a tempo determinato (per un intero anno)	1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement)

				scolastico o per un periodo inferiore)	2 = Category not administered or data not available 3 = Fixed-term contract for a period of 1 school year or less
TQ-07	Alberta (Canada)	TQ-07	D	Junior high students	Junior high students
TQ-07	Czech Republic	TQ-07	D	2. stupně ZŠ nebo nižších ročníků víceletého gymnázia nebo konzervatoře The 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire	2nd stage of an elementary school or lower grades of 6 or 8 years long programme of grammar schools or conservatoires 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire
TQ-07	Finland - ISCED1	TQ-07	D	Alakoulun Lågstadie	Primary education
TQ-07	Finland - ISCED2	TQ-07	D	Yläkoulun Högstadie	Lower secondary education
TQ-07	Latvia	TQ-07	D	15 gadus vecajiem skolēniem (visvairāk 15 gadīgo skolēnu ir 9. klasēs, daļa mācās arī 8., 10 vai 7. klasē)	15-year-old students (most of the 15 year olds are in Grade 9 but some of them are also in Grades 8, 10 or 7)
TQ-07	Netherlands	TQ-07	X	Question not administered or data not available	Question not administered or data not available
TQ-08	Alberta (Canada)	TQ-08	D	Teach students in Grades 7, 8 and/or 9	Teach students in Grades 7, 8 and/or 9
TQ-08	Czech Republic	TQ-08	D	Působíte jako učitel/ka 2. stupně ZŠ nebo nižších ročníků víceletého gymnázia nebo konzervatoře Work as a teacher at the 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire	Work as a teacher at the 2nd stage of an elementary school or lower grades of 6 or 8 years long programme of grammar schools or conservatoires Work as a teacher at the 2nd stage of a basic school or the lower grades of a 6 or 8-year gymnasium or an 8-year conservatoire
TQ-08	Finland - ISCED1	TQ-08	D	Työskentelet alakoulun opettajana Arbetar du som lågstadielärare	Work as a primary education teacher
TQ-08	Finland -	TQ-08	D	Työskentelet yläkoulun opettajana	Work as a lower secondary education teacher

	ISCED2			Arbetar du som högstadielärare	
TQ-08	Netherlands	TQ-08	X	Question not administered or data not available	Question not administered or data not available
TQ-09	Flanders (Belgium) - ISCED1	TQ-09	D	<p>Stem of the question changed: Hoeveel leerlingen met specifieke behoeften zitten er in uw klas(sen) in het lager onderwijs in deze school?</p> <p>Question instruction changed: Leerlingen met specifieke behoeften zijn leerlingen bij wie formeel een specifieke leerbehoefte werd vastgesteld omwille van een mentale, fysieke of emotionele achterstand. Vaak worden voor deze leerlingen aanvullende (publieke of private) middelen (personeel, materialen of subsidies) ter beschikking gesteld ter ondersteuning van het onderwijs dat ze krijgen. We spreken van een formele vaststelling wanneer de specifieke leerbehoefte van een leerling geattesteerd is (bijvoorbeeld door een arts, therapeut, logopedist of CLB) of wanneer het schoolteam (bijvoorbeeld tijdens een multidisciplinair overleg (MDO)) de leerling in kwestie als een leerling met specifieke behoefte identificeerde. Gelieve één keuze aan te duiden.</p>	<p>Stem of the question changed: How many special needs students are there in your class(es) in primary education in this school?</p> <p>Question instruction changed: Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. We talk about formal identification when the special learning need is certified (e.g. by a doctor, a (speech) therapist or the Centre for Pupil Guidance) or when the school team (e.g. during a multidisciplinary consultation) identifies the student in question as a special need student. Please mark one choice.</p>
TQ-09	Flanders (Belgium) - ISCED2	TQ-09	D	<p>Question instruction changed: Leerlingen met specifieke behoeften zijn leerlingen bij wie formeel een specifieke leerbehoefte werd vastgesteld omwille van een mentale, fysieke of emotionele achterstand. Vaak worden voor deze leerlingen aanvullende (publieke of private) middelen (personeel, materialen of subsidies) ter beschikking gesteld ter ondersteuning van het onderwijs dat ze krijgen. We spreken van een formele vaststelling wanneer de specifieke leerbehoefte van een leerling geattesteerd is (bijvoorbeeld door een arts, therapeut, logopedist of CLB) of wanneer het schoolteam (bijvoorbeeld tijdens een multidisciplinair overleg (MDO)) de leerling in kwestie als een leerling met specifieke behoefte identificeerde. Gelieve één keuze aan te duiden.</p>	<p>Question instruction changed: Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. We talk about formal identification when the special learning need is certified (e.g. by a doctor, a (speech) therapist or the Centre for Pupil Guidance) or when the school team (e.g. during a multidisciplinary consultation) identifies the student in question as a special need student. Please mark one choice.</p>
TQ-09	Brazil	TQ-09	D	Estudantes com necessidades especiais são aqueles que possuem uma necessidade educacional especial formalmente	Special need students cover those for whom a special learning need has been formally identified because they are mentally,

				identificada em virtude de deficiência mental, física ou emocional.	physically, or emotionally disadvantaged
TQ-09	Bulgaria	TQ-09	D	Gang punched to "None"	Gang punched to "None"
TQ-09	Alberta (Canada)	TQ-09	D	Question instruction changed: 'Students with special needs', as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics. Please mark one choice.	Question instruction changed: 'Students with special needs', as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics. Please mark one choice.
TQ-09	Croatia	TQ-09	D	Učenci s posebnim potrebama su oni učenici čije su potrebe za specijalnim načinom učenja formalno priznate zbog mentalnih, fizičkih ili emocionalnih teškoća. Često se radi o učenicima za koje su osigurana dodatna javna ili privatna sredstva (u vidu dodatnog osoblja, materijala ili financijskih sredstava) kako bi im se pomoglo u školovanju.	Special need students are students for whom a special learning need has been formally acknowledged due to mental, physical or emotional difficulties. Often they will be students for whom additional public or private resources have been provided (in a form of personnel, materials or funding) to support their education.
TQ-09	Czech Republic	TQ-09	D	Žáci se speciálními vzdělávacími potřebami jsou takoví žáci, u nichž byla potřeba speciálního vzdělávání formálně stanovena z důvodu jejich mentálního, fyzického nebo emočního znevýhodnění. Patří sem často žáci, na jejichž vzdělávání byly vyčleněny další veřejné nebo soukromé zdroje (personální, materiální nebo finanční). Mezi žáky se speciálními vzdělávacími potřebami zde nezapočítáváme žáky "mimořádně nadané". Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. Do not consider "exceptionally gifted students" as having special educational needs.	Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. Do not consider "exceptionally gifted students" as having special educational needs.
TQ-09	Denmark - ISCED1	TQ-09	D	Elever med særlige behov' dækker de elever, som formelt har fået identificeret et specialundervisningsbehov (fx på grund af mentale, psykiske, fysiske, indlæringsmæssige eller følelsesmæssige udfordringer).	Students with special needs' covers those students who have formally had identified a special education need (e.g. because of mental, psychological, physical, learning or emotional challenges).
TQ-09	Denmark -	TQ-09	D	Elever med særlige behov' dækker de elever, som formelt har fået identificeret et specialundervisningsbehov (fx på grund af	Students with special needs' covers those students who have formally had identified a special education need (e.g. because

	ISCED2			mentale, psykiske, fysiske, indlæringsmæssige eller følelsesmæssige udfordringer).	of mental, psychological, physical, learning or emotional challenges).
TQ-09	Denmark - ISCED3	TQ-09	D	Klasser, du underviser Elever med særlige behov' dækker de elever, som formelt har fået identificeret et specialundervisningsbehov (fx på grund af mentale, psykiske, fysiske, indlæringsmæssige eller følelsesmæssige udfordringer).	Classes you teach Students with special needs' covers those students who have formally had identified a special education need (e.g. because of mental, psychological, physical, learning or emotional challenges).
TQ-09	Estonia	TQ-09	D	Erivajadustega õpilased on need, kelle erivajadus on formaalselt kindlaks tehtud, kuna nad on vaimse, füüsilise või emotsionaalse puudega. Sageli on nende hariduse toetuseks eraldatud avalikust või eraallikast lisaressursse (töötajaid, materjale või raha).	Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often additional public or private resources (personnel, material or financial) have been provided to support their education.
TQ-09	France	TQ-09	D	Les élèves ayant des besoins spécifiques d'éducation sont ceux qui sont officiellement définis comme tels (troubles mentaux, physiques, émotionnels ou du comportement)	Special needs students cover those who are formally identified (mental, physical, emotional or behavioural disorders)
TQ-09	Iceland	TQ-09	D	Nemendur með sérþarfir eru þeir nemendur sem hafa hlotið formlega greiningu á þörf sinni fyrir sérkennslu vegna þess að þeir eru andlega, líkamlega eða tilfinningalega illa staddir. Það er oft vegna þessara nemenda sem viðbótarúræði hafa fengið frá hinu opinbera eða einkaaðilum (starfsfólk, námsgögn eða fjármunir) til að styðja við nám þeirra.	Pupils with special needs are those pupils who have received a formal diagnosis for their need for special teaching because they are mentally, physically or emotionally disadvantaged. It is often because of these pupils that additional resources have been received from their authorities or private parties (staff, educational materials or funds) to support their education.
TQ-09	Latvia	TQ-09	D	Skolēni ar īpašām vajadzībām ir tie, kam īpašas vajadzības mācībās ir formāli atzītas, jo viņiem ir garīgi, fiziski vai emocionāli traucējumi	Students with special needs are those for whom a special learning need has been formally identified because they have mental, physical, or emotional disorders
TQ-09	Malaysia	TQ-09	D	Murid pendidikan khas dan berkeperluan khas [OKU]biasanya merangkumi murid yang mempunyai keperluan belajar khas disebabkan kelemahan dari segi mental, fizikal, emosi atau sosial.	Special education students and special need students [OKU] refers to those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged.
TQ-09	Mexico - ISCED1	TQ-09	D	Stem of the question changed: En promedio, ¿cuántos estudiantes con necesidades especiales hay en sus clases en esta escuela Primaria?	Stem of the question changed: In average, how many students with special needs are on your classes on this elementary school?
TQ-09	Mexico - ISCED2	TQ-09	D	Stem of the question changed: En promedio, ¿cuántos estudiantes con necesidades especiales hay en sus clases de Secundaria?	Stem of the question changed: On average, how many students with special needs are in your secondary classes at this school?
TQ-09	Norway	TQ-09	D	Elever med rett til spesialundervisning fordi de ikke har eller	Pupils who either do not or are unable to benefit satisfactorily

				ikke kan få tilfredsstillende utbytte av det ordinære opplæringstilbudet	from ordinary teaching have the right to special education
TQ-09	Poland - ISCED1	TQ-09	D	Klasach w których Pani/Pan uczy w tej szkole podstawowej Przez uczniów ze specjalnymi potrzebami edukacyjnymi prosimy rozumieć uczniów posiadających orzeczenie lub opinię poradni psychologiczno-pedagogicznej oraz innych uczniów, dla których dyrektor jest obowiązany utworzyć zespół pomocy psychologiczno-pedagogicznej	Classes you teach in this primary school By special need students we mean students holding formal diagnosis from a counselling centre and other students for whom the principal is obliged to call a counselling panel
TQ-09	Poland - ISCED2	TQ-09	D	Klasach w których Pani/Pan uczy w tym gimnazjum Przez uczniów ze specjalnymi potrzebami edukacyjnymi prosimy rozumieć uczniów posiadających orzeczenie lub opinię poradni psychologiczno-pedagogicznej oraz innych uczniów, dla których dyrektor jest obowiązany utworzyć zespół pomocy psychologiczno-pedagogicznej	Classes you teach in this gymnasium By special need students we mean students holding formal diagnosis from a counselling centre and other students for whom the principal is obliged to call a counselling panel
TQ-09	Poland - ISCED3	TQ-09	D	Klasach w których Pani/Pan uczy w tej szkole ponadgimnazjalnej Przez uczniów ze specjalnymi potrzebami edukacyjnymi prosimy rozumieć uczniów posiadających orzeczenie lub opinię poradni psychologiczno-pedagogicznej oraz innych uczniów, dla których dyrektor jest obowiązany utworzyć zespół pomocy psychologiczno-pedagogicznej	Classes you teach in this upper secondary school By special need students we mean students holding formal diagnosis from a counselling centre and other students for whom the principal is obliged to call a counselling panel
TQ-09	Serbia	TQ-09	D	Učenci sa smetnjama u razvoju i invaliditetom su oni učenici čije su posebne potrebe formalno identifikovane usled toga što imaju mentalne, fizičke ili emocionalne teškoće. Obično su to oni učenici za čije obrazovanje se izdvajaju dodatna državna ili privatna sredstva (osoblje, materijalna ili finansijska pomoć).	Students with difficulties in development and disabilities are students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
TQ-09	Spain	TQ-09	D	El concepte "alumnes amb necessitats educatives especials" fa referència a l'alumnat al qual s'ha diagnosticat formalment una discapacitat mental, física o emocional. Sovint es tractarà de l'alumnat al qual s'han destinat recursos públics o privats addicionals (personals, materials o econòmics) com a ajuda a la seva formació.	The concept of "Special need students" refers to those students for whom a special learning need has been formally diagnosed because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

				<p>El concepto “alumnos con necesidades educativas especiales” hace referencia a aquellos alumnos a los que se les ha diagnosticado formalmente una discapacidad mental, física o emocional. Con frecuencia serán aquellos a quienes se les habrá proporcionado algún tipo de recurso público o privado (bien sea personal, material o económico) como ayuda para su formación.</p> <p>"Hezkuntza arloko behar bereziak dituzten ikasleak" kontzeptuak modu formalean minusbaliotasun mentala, fisikoa edo emozionala diagnostikatu dieten ikasleei egiten die erreferentzia. Askotan, prestakuntzarako laguntza gisa baliabide publiko edo pribaturen bat (pertsonala, materiala edo ekonomikoa) eman zaien pertsonak izaten dira.</p> <p>O conceito "alunos com necessidades educativas especiais" fai referencia a aqueles alumnos aos que se lles diagnosticou formalmente unha discapacidade mental, física ou emocional. Con frecuencia, serán aqueles aos que se lles terá proporcionado algún tipo de recurso público ou privado adicional (ben sexa persoal, material ou económico) como axuda para a súa formación.</p> <p>El concepte "alumnes amb necessitats educatives especials" fa referència a aquells alumnes als quals se'ls ha diagnosticat formalment una discapacitat mental, física o emocional. Amb freqüència seran aquells als quals se'ls haurà proporcionat algun tipus de recurs públic o privat (que pot ser personal, material o econòmic) com a ajuda per a la seua formació.</p>	
TQ-09	Sweden	TQ-09	D	<p>Stem of the question changed: Across all the grade 7-9 classes you teach at this school, how many of your students are eligible to special support?</p> <p>Students are eligible for special support after their needs had been evaluated and a plan of actions to be taken had been set up, if they, for reasons such as illness, social conditions, disabilities or other causes, risk not being able to reach the minimum proficiency requirements to be achieved.</p>	<p>Stem of the question changed: Across all the grade 7-9 classes you teach at this school, how many of your students are eligible to special support?</p> <p>Students are eligible for special support after their needs had been evaluated and a plan of actions to be taken had been set up, if they, for reasons such as illness, social conditions, disabilities or other causes, risk not being able to reach the</p>

				<p>Stem of the question changed: I alla de årskurs 7-9-klasser du undervisar på skolan, hur många av dina elever är berättigade till särskilt stöd?</p> <p>Elever är berättigade till särskilt stöd efter att deras behov har utretts och åtgärdsprogram upprättats och då det har konstaterats att de riskerar att inte nå de kunskapskrav som minst ska uppnås, på grund av exempelvis sjukdom, sociala förhållanden, funktionsnedsättning eller svårigheter att tillgodogöra sig undervisningen av andra orsaker.</p>	minimum proficiency requirements to be achieved.
TQ-09	United States	TQ-09	D	Students with special needs are those for whom a special learning need has been formally identified due to specific mental, physical, or emotional characteristics. Often additional public or private resources (personnel, material, or financial) have been provided to support their education.	Students with special needs are those for whom a special learning need has been formally identified due to specific mental, physical, or emotional characteristics. Often additional public or private resources (personnel, material, or financial) have been provided to support their education.
TQ-10	Australia	TQ-10	D	<p>Nationally defined categories:</p> <p>1 = Secondary education / post-secondary, non-tertiary education or less (e.g. Year 10 or Year 12 exit qualification) or below</p> <p>2 = First stage of tertiary education not leading to an advanced research qualification including programmes that are generally more practical/technical/occupation specific (e.g. Vocational Training Certificate, TAFE, Trade Certificate)</p> <p>3 = Undergraduate Diploma</p> <p>4 = Bachelor Degree</p> <p>5 = Graduate Diploma/Graduate Certificate</p> <p>6 = Master's Degree</p> <p>7 = Doctorate</p>	<p>National categories recoded for international comparability:</p> <p>1 = Secondary education / post-secondary, non-tertiary education or less (e.g. Year 10 or Year 12 exit qualification) or below</p> <p>2 = First stage of tertiary education not leading to an advanced research qualification including programmes that are generally more practical/technical/occupation specific (e.g. Vocational Training Certificate, TAFE, Trade Certificate)</p> <p>3 = Undergraduate Diploma / Bachelor Degree / Graduate Diploma/Graduate Certificate / Master's Degree</p> <p>4 = Doctorate</p>
TQ-10	Flanders (Belgium)	TQ-10	D	<p>Nationally defined categories:</p> <p>1 = Secundair onderwijs (inclusief 4de graad) of lager</p> <p>2 = Hoger Beroepsonderwijs (HBO)</p> <p>3 = Professionele bachelor, een diploma van het hoger onderwijs van 1 cyclus (bv. onderwijzer(es), regent(es), A1, graduaat,...)</p> <p>4 = Academische bachelor</p> <p>5 = Master/licentiaat, een diploma van het hoger onderwijs van 2 cycli (behaald aan een hogeschool of universiteit)</p>	<p>National categories recoded for international comparability:</p> <p>1 = Secondary education (including 4th stage) or lower</p> <p>2 = Higher vocational education / Professional bachelor, degree of 1 cycle higher education (inclusion of typical Flemish examples/terms)</p> <p>3 = Academic bachelor / Master/licentiate, degree of 2 cycle higher education (higher education or university education)</p> <p>4 = Doctorate</p>

				6 = Doctoraat	
TQ-10	Brazil	TQ-10	D	Nationally defined categories: 1 = Inferior à Educação Superior 2 = Educação Superior – Curso Superior de Tecnologia (Tecnólogo) 3 = Educação Superior – Bacharelado ou Licenciatura 4 = Especialização (Lato Sensu) 5 = Mestrado (Stricto Sensu) 6 = Doutorado (Stricto Sensu)	National categories recoded for international comparability: 1 = Below Higher Education 2 = Higher Education - Technology programmes (Technologist) 3 = Higher Education - Bachelor or Licenciated / Specialization (Lato Sensu) / Master Degree (Stricto Sensu) 4 = Doctor Degree (Stricto Sensu)
TQ-10	Bulgaria	TQ-10	D	Nationally defined categories: 1 = Професионално обучение след средно образование или по-ниско 2 = Висше (професионален бакалавър) 3 = Висше (бакалавър) 4 = Висше (магистър) 5 = Висше (доктор)	National categories recoded for international comparability: 1 = Vocational education after upper secondary education or below 2 = Higher education (Professional Bachelor) 3 = Higher education (Bachelor) / Higher education (Master) 4 = Higher education (Doctor)
TQ-10	Alberta (Canada)	TQ-10	D	Nationally defined categories: 1 = High school and/or some college work 2 = College diploma 3 = Bachelor's/Master's degree 4 = Ph.D./Ed.D.	Nationally defined categories: 1 = High school and/or some college work 2 = College diploma 3 = Bachelor's/Master's degree 4 = Ph.D./Ed.D.
TQ-10	Chile	TQ-10	D	Nationally defined categories: 1 = Enseñanza media completa 2 = Técnico de Educación Superior 3 = Profesional sin Licenciatura 4 = Profesional con Licenciatura 5 = Magister 6 = Doctorado	National categories recoded for international comparability: 1 = Secondary Education complete 2 = Vocational training / Professional without degree 3 = Professional with degree / Master 4 = Doctorate
TQ-10	Croatia	TQ-10	D	Nationally defined categories: 1 = Dvogodišnji ili trogodišnji fakultet 2 = Četverogodišnji ili petogodišnji fakultet ili magisterij 3 = Doktorat	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = 2-year or 3-year post-secondary education 3 = 4-year or 5-year university education or master's degree 4 = Doctorate
TQ-10	Cyprus ²⁹	TQ-10	D	Nationally defined categories: 1 = Δίπλωμα Τριτοβάθμιας μη Πανεπιστημιακής Σχολής	National categories recoded for international comparability: 1 = Category not administered or data not available

²⁹ See footnotes 2 and 3 at the beginning of this User Guide.

				<p>2 = Πτυχίο Πανεπιστημίου 3 = Μεταπτυχιακό 4 = Διδακτορικό</p> <p>Nationally defined categories: 1 = Non-University Degree/Diploma/Certificate 2 = Bachelor Degree 3 = Master's Degree 4 = PhD</p>	<p>2 = Non-University Degree/Diploma/Certificate 3 = Bachelor Degree / Master's Degree 4 = PhD</p>
TQ-10	Czech Republic	TQ-10	D	<p>Nationally defined categories: 1 = Nižší než vysokoškolské nebo než vyšší odborné vzdělání 2 = Vyšší odborné vzdělání (včetně konzervatoří) 3 = Bakalářské vzdělání 4 = Magisterské vzdělání 5 = Doktorský studijní program</p> <p>Nationally defined categories: 1 = Below tertiary education 2 = Practical/technical/occupationally specific tertiary programmes 3 = Bachelor degree education 4 = Master degree education 5 = Doctoral study programme</p>	<p>National categories recoded for international comparability: 1 = Below tertiary education 2 = Higher technical education including conservatoires 3 = Bachelor degree education / Master degree education 4 = Doctoral study programme</p> <p>National categories recoded for international comparability: 1 = Below tertiary education 2 = Practical/technical/occupationally specific tertiary programmes 3 = Bachelor degree education / Master degree education 4 = Doctoral study programme</p>
TQ-10	Denmark	TQ-10	D	<p>Nationally defined categories: 1 = Ungdomsuddannelse eller derunder (fx student, HHX/HTX, erhvervsuddannelse) 2 = Kort videregående uddannelse (fx datamatiker, laborant, VVU) 3 = Mellemlang videregående uddannelse (fx lærer, pædagog, diplomuddannelse) 4 = Lang videregående uddannelse (fx cand.mag., cand.pæd., masteruddannelse) 5 = Ph.d</p>	<p>National categories recoded for international comparability: 1 = General or vocational upper secondary education or below (e.g. high-school certificate, commercial school certificate, vocational education, adult education training) 2 = Short-cycle higher education (e.g. academy profession degree in computer science, chemist's assistant) 3 = Medium-cycle higher education (e.g. teacher, pedagogue, diploma) / Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, Master education) 4 = PhD</p>
TQ-10	Estonia	TQ-10	D	<p>Nationally defined categories: 1 = Keskkharidus või lõpetamata kõrgharidus või keskeriharidus põhihariduse baasil 2 = Rakenduskõrgharidus või keskeriharidus keskkhariduse</p>	<p>Nationally defined categories: 1 = Secondary education or incomplete higher education or vocational secondary education based on basic education 2 = Vocational training or vocational secondary education</p>

				baasil 3 = Akadeemiline kõrgharidus, bakalaureusekraad, magistrikraad, magistrikraadiga võrdsustatud kvalifikatsioon 4 = Doktorikraad	based on secondary education 3 = An academic degree, Bachelor's degree, Master's degree, a master's degree equivalent qualification 4 = Doctorate
TQ-10	Finland	TQ-10	D	Nationally defined categories: 1 = Alempi kuin ammatillinen opistoasteen tutkinto 2 = Ammatillinen opistoasteen tutkinto 3 = Alempi korkeakoulututkinto tai ylempi korkeakoulututkinto 4 = Licensiaatin tai tohtorin tutkinto Nationally defined categories: 1 = Lägre än yrkesinriktad examen på institutnivå 2 = Yrkesinriktad examen på institutnivå 3 = Lägre högskoleexamen eller högre högskoleexamen 4 = Licentiat- eller doktorsexamen	Nationally defined categories: 1 = Below higher vocational degree 2 = Higher vocational degree 3 = Lower degree at the university or polytechnic (3 years) or higher degree at the university or polytechnic (5 years) 4 = Doctorate programmes: licentiate or doctor
TQ-10	France	TQ-10	D	Stem of the question changed: Quel est le niveau du diplôme le plus élevé que vous ayez obtenu? Nationally defined categories: 1 = Inférieur à bac + 2 2 = Bac + 2 (DEUG, BTS, DUT, ...) ou diplômes des professions sociales ou de santé 3 = Bac + 3 à bac + 5 (Licence, Maîtrise, DEA, DESS, Master,...) 4 = Doctorat	Stem of the question changed: What is the highest level you have completed? Nationally defined categories: 1 = Below bac + 2 2 = Bac + 2 (DEUG, BTS, DUT, ...) or social or health professional diplomas 3 = Bac + 3 to bac + 5 (Licence, Maîtrise, DEA, DESS, Master,...) 4 = Doctorate
TQ-10	Iceland	TQ-10	D	Nationally defined categories: 1 = Kennarapróf, ekki á háskólastigi 2 = Sveins- eða iðnmeistarapróf 3 = Sveins- eða iðnmeistarapróf að viðbættum kennsluréttindum, þ.e. 6- mánn - 2 ára háskólanámi 4 = Listnám (ekki á háskólastigi) 5 = Listnám (ekki á háskólastigi) að viðbættum kennsluréttindum, þ.e. 6 mánn. - 2 ára háskólanámi 6 = Verk, list-, tækni- eða starfsgreinamiðað háskólanám að hámarki um 2 ár 7 = Verk, list-, tækni- eða starfsgreinamiðað háskólanám að hámarki um 2 ár, að viðbættum kennsluréttindum (6 mánn. - 2	National categories recoded for international comparability: 1 = Teacher Certificate, not at university level / Journeyman or Master in a specific trade / Art studies (not at university level) 2 = Journeyman or Master in a specific trade with added Teacher Qualification studies completed at university level (6 months - 2 years) / Art studies (not at university level) with added Teacher Qualification studies completed at university level (6 months - 2 years) / Practical, art, technical or occupationally oriented university studies lasting at most 2 years / Practical, art, technical or occupationally oriented university studies lasting at most 2 years, with added Teacher Qualification studies completed at university level (6 months -

				ár háskólanámi) 8 = B.A., B.Sc. (ekki á sviði kennslu/menntunarfræða) 9 = B.A., B.Sc. að viðbættu 6 mán. - 2 ára kennsluréttindanám 10 = B.Ed. eða önnur bakkálágráða á sviði menntunar - og/eða kennslufræða 11 = M.A., M.Sc. (ekki á sviði kennslu/menntunarfræða) 12 = M.A., M.Sc. að viðbættu 6 mán. - 2 ára kennsluréttindanámi 13 = M.Ed., M.Art.Ed. eða önnur meistarágráða á sviði menntunar -og/eða kennslufræða 14 = Doktorspróf (ekki á sviði kennslu/menntunarfræða) 15 = Doktorspróf að viðbættum kennsluréttindum, þ.e. 6 mán. - 2 ára háskólanámi 16 = Doktorspróf á sviði menntunar og/eða kennslufræða	2 years) 3 = B.A., B.Sc. (not in the field of education) / B.A., B.Sc. with added Teacher Qualification studies completed at university level (6 months - 2 years) / B.Ed. or other Baccalaureate degree in the field of education / M.A., M.Sc. (not in the field of education) / M.A., M.Sc. with added Teacher Qualification studies completed at university level (6 months - 2 years) / M.Ed., M.Art.Ed. or other Master's degree in the field of education 4 = Doctoral degree (not in the field of education) / Doctoral degree with added Teacher qualification studies completed at university level (6 months - 2 years) / Doctoral degree in the field of education
TQ-10	Israel	TQ-10	D	Nationally defined categories: 1 = ٢٠٠٠ انشالاً على حرم 2 = التعليم فوق الثانوي (مثل اختصاصي هندسي/اختصاصي فني =) 3 = لواء أكاديمي ثانوي 4 = لقب أكاديمي ثانوي 5 = شلأ أكاديمي ثانوي Nationally defined categories: 1 = נוכית רפס תיב 2 = (יאנכט/יאסדנה נוגכ) מיינוכית-לע הדועת ידומיל 3 = נושאר ראות 4 = ינש ראות 5 = ישילש ראות	National categories recoded for international comparability: 1 = Secondary education 2 = Post-secondary, non-tertiary education/vocational 3 = Bachelor / Master's 4 = Doctorate
TQ-10	Italy	TQ-10	D	Nationally defined categories: 1 = Diploma di scuola secondaria superiore 2 = Diploma di Istituti di Alta Formazione Artistica e Musicale o ISEF (vecchio ordinamento) 3 = Diploma universitario, Diploma di Laurea (vecchio e nuovo ordinamento), Diploma Accademico di I e/o II livello (Istituti AFAM - nuovo ordinamento), Master di I e/o II livello, Diploma di Specializzazione 4 = Dottorato di Ricerca	Nationally defined categories: 1 = Upper secondary school degree 2 = Art and Music or Higher Institute for Physical Education degree (previous system) 3 = Higher education degrees (previous and current system), Art and Music First and/or Second degree (current system), First and/or Second level graduate diploma, Specialisation degree 4 = PhD
TQ-10	Japan	TQ-10	D	Nationally defined categories: 1 = Koutougakkou ika 2 = Tanki daigaku.koutousenmongakkou	National categories recoded for international comparability: 1 = Completion of high school or below 2 = The junior college. Specialized vocational high school

				3 = Daigaku gakubu 4 = Daigakuin syuushikatei 5 = Daigakuin hakushi kouki katei	3 = The university or college with bachelor degree / The graduate school with master's degree 4 = The graduate school with doctoral degree
TQ-10	Korea	TQ-10	D	Nationally defined categories: 1 = 대학 미만 2 = 전문대학 3 = 대학 또는 대학원(학사 또는석사학위) 4 = 대학원(박사학위)	Nationally defined categories: 1 = Below University 2 = Practical/technical college 3 = University or Master's degree 4 = Doctoral degree
TQ-10	Latvia	TQ-10	D	Nationally defined categories: 1 = Vispārējā vidējā izglītība 2 = Profesionālā vidējā izglītība 3 = 1. līmeņa augstākā profesionālā izglītība vai absolvēts tehnikums 4 = Bakalaura grāds vai tam pielīdzināta izglītība 5 = 2. līmeņa augstākā profesionālā izglītība un bakalaura grāds vai tai pielīdzināta izglītība 6 = Maģistra grādam pielīdzināta izglītība 7 = Maģistra grāds 8 = Doktora grāds	National categories recoded for international comparability: 1 = General secondary education / Vocational secondary education 2 = First level of professional higher education or technical school graduate 3 = Bachelor degree or equivalent / Second level of professional higher education and Bachelor degree or equivalent / Education equivalent to a Master's degree / Master's degree 4 = PhD
TQ-10	Malaysia	TQ-10	D	Nationally defined categories: 1 = Sijil 2 = Diploma 3 = Sarjana Muda 4 = Sarjana 5 = PhD	National categories recoded for international comparability: 1 = Certificate 2 = Diploma 3 = Bachelor's degree / Master's degree 4 = PhD
TQ-10	Mexico	TQ-10	D	Nationally defined categories: 1 = Bachillerato, Profesional técnico o Normal Básica anterior a 1983 2 = Técnico superior universitario 3 = Normal Licenciatura, Licenciatura Universitaria, Licenciatura Tecnológica 4 = Maestría 5 = Doctorado	National categories recoded for international comparability: 1 = High school, professional technician or basic normal before 1983 2 = University superior technician 3 = Normal degree, university degree, technological degree / Master degree 4 = Doctorate
TQ-10	Netherlands	TQ-10	D	Nationally defined categories: 1 = Maximaal voortgezet onderwijs of mbo-plus 2 = Afgeronde Associate degree 3 = Afgeronde bacheloropleiding, hbo 4 = Afgeronde masteropleiding, hbo	National categories recoded for international comparability: 1 = Senior vocational training or less 2 = Associate degree 3 = Bachelor degree, applied sciences level / Master's degree, applied sciences level / Bachelor degree, academic level /

				5 = Afgeronde bacheloropleiding, hbo 6 = Afgeronde masteropleiding, hbo 7 = Gepromoveerd	Master's degree, academic level 4 = Post university
TQ-10	Norway	TQ-10	D	Nationally defined categories: 1 = Ikke fullført høyere utdanning 2 = Allmennlærerutdanning, eventuelt med videreutdanning, adjunkt 3 = Cand. Mag eller annen universitetsutdanning som varte i minst tre år, men kortere enn 5 år 4 = En utdanning på universitet/høgskole som varte i minst 5 år (f.eks. hovedfag eller mastergrad) 5 = Doktorgrad, Ph.D	National categories recoded for international comparability: 1 = No higher education completed 2 = Category not administered or data not available 3 = General teacher education, including further education / Bachelor degree from university college or university longer than 3 years, but shorter than 5 years / Education from university college or university, at least 5 years long (e.g. Master's degree) 4 = Doctorate, Ph.D.
TQ-10	Poland	TQ-10	D	Nationally defined categories: 1 = Szkoła policealna lub poniżej 2 = Zakład kształcenia nauczycieli (kolegium lub studium nauczycielskie) 3 = Wyższe zawodowe – tytuł licencjata, inżyniera 4 = Wyższe magisterskie 5 = Wyższe doktoranckie	National categories recoded for international comparability: 1 = Secondary education/post-secondary, non-tertiary education or below 2 = Vocational training 3 = Bachelor degree / Master's degree 4 = Doctoral programme
TQ-10	Portugal	TQ-10	D	Nationally defined categories: 1 = Inferior a Bacharelato 2 = Bacharelato ou equivalente 3 = Licenciatura ou equivalente 4 = Mestrado pós-Bolonha (Mestrado 2.º ciclo ou Mestrado integrado) 5 = Doutoramento ou Mestrado pré-Bolonha ou grau superior	National categories recoded for international comparability: 1 = Below Bachelor's degree 2 = Bachelor's degree or equivalent 3 = Licenciata or equivalent / Post-Bologna Master's (2nd cycle Master or integrated Master's Degree) or equivalent 4 = Doctorate or Pre-Bologna Master's or higher
TQ-10	Romania	TQ-10	D	Nationally defined categories: 1 = Învățământ liceal/postliceal 2 = Învățământ superior de scurtă durată - Colegii 3 = Studii universitare de licență 4 = Studii universitare de master 5 = Doctorat	National categories recoded for international comparability: 1 = Below tertiary education 2 = Tertiary non-university education 3 = Bachelor's degree / Master's degree 4 = Doctorate
TQ-10	Serbia	TQ-10	D	Nationally defined categories: 1 = Srednja škola 2 = Viša škola 3 = Fakultet 4 = Master 5 = Specijalizacija	National categories recoded for international comparability: 1 = High school 2 = Higher school 3 = Faculty / Master / Specialisation / Magister 4 = PhD

				6 = Magistratura 7 = Doktorat	
TQ-10	Singapore	TQ-10	D	Nationally defined categories: 1 = Post-secondary, Non-tertiary formal education or below 2 = Polytechnic or other equivalent Diploma 3 = University Bachelor's Degree 4 = University Master's Degree 5 = Doctorate	National categories recoded for international comparability: 1 = Post-secondary, Non-tertiary formal education or below 2 = Polytechnic or other equivalent Diploma 3 = University Bachelor's Degree / University Master's Degree 4 = Doctorate
TQ-10	Slovak Republic	TQ-10	D	Nationally defined categories: 1 = Nižšie ako vysokoškolské vzdelanie 2 = Vyššie odborné vzdelanie s titulom Dis. 3 = Vysokoškolské vzdelanie 1. stupňa (Bc.) 4 = Vysokoškolské vzdelanie 2. stupňa (Mgr., Ing., PhDr., RNDr., PaedDr. a ďalšie) 5 = Doktorandské vzdelanie (PhD. a CSc.)	National categories recoded for international comparability: 1 = Lower than university education 2 = Vocational training with Dis. degree 3 = University study of 1st degree (Bc) / University study of 2nd degree (Mgr., Ing., PhDr., RNDr., PeadDr. and others) 4 = Doctorate study (PhD. and CSc.)
TQ-10	Spain	TQ-10	D	Nationally defined categories: 1 = Batxillerat o FP de Grau Mitjà 2 = FP de Grau Superior 3 = Diplomatura, Llicenciatura, Grau o Màster 4 = Doctorat Nationally defined categories: 1 = Bachillerato o FP de Grado Medio 2 = FP de Grado Superior 3 = Diplomatura, Licenciatura, Grado o Máster 4 = Doctorado Nationally defined categories: 1 = Batxilergoa edo Maila Ertaineko LH 2 = Goi Mailako LH 3 = Diplomatura, Lizentziatura, Gradua edo Masterra 4 = Doktoretza Nationally defined categories: 1 = Bacharelato ou FP de Grao Medio 2 = FP de Grao Superior 3 = Diplomatura, Licenciatura, Grao ou Máster	Nationally defined categories: 1 = Baccalaureate or Middle level Vocational Studies 2 = High Level Vocational Studies 3 = Bachelor's Degree or Master's Degree 4 = PhD

				<p>4 = Doutorado</p> <p>Nationally defined categories: 1 = Batxillerat FP de Grau Mitjà 2 = FP de Grau Superior 3 = Diplomatura, Llicenciatura, Grau o Màster 4 = Doctorat</p>	
TQ-10	Sweden	TQ-10	D	<p>Nationally defined categories: 1 = Lower than tertiary education 2 = University Diploma/ professional qualification 3 = Bachelor degree/ Master's degree 4 = Doctorate/ habilitation</p> <p>Nationally defined categories: 1 = Lägre än högskoleutbildning 2 = Högskoleutbildning upp till två år (t.ex. högskoleexamen) 3 = Universitets- eller högskoleutbildning omfattande tre till fem år (t.ex. kandidat- eller magisterexamen) 4 = Forskarutbildning (licentiatexamen eller doktorsexamen)</p>	<p>Nationally defined categories: 1 = Lower than tertiary education 2 = University Diploma/ professional qualification 3 = Bachelor degree/ Master's degree 4 = Doctorate/ Habilitation</p>
TQ-10	Abu Dhabi (United Arab Emirates)	TQ-10	D	<p>Nationally defined categories: 1 = لقا وأامولبد 2 = ايلع اامولبد 3 = سويولكف 4 = ريتسجاملا ةجرد 5 = هاروتكدلا ةجرد</p> <p>Nationally defined categories: 1 = Diploma or below 2 = Higher Diploma 3 = Bachelor Degree 4 = Master Degree 5 = PhD</p>	<p>National categories recoded for international comparability: 1 = Diploma or below 2 = Higher Diploma 3 = Bachelor Degree / Master Degree 4 = PhD</p>
TQ-10	England (United Kingdom)	TQ-10	D	<p>Nationally defined categories: 1 = GCE A levels or below, or equivalent 2 = HNC, HND, NVQ at level 4+, Foundation Degree or equivalent 3 = Bachelor's Degree</p>	<p>National categories recoded for international comparability: 1 = GCE A levels or below, or equivalent 2 = HNC, HND, NVQ at level 4+, Foundation Degree or equivalent 3 = Bachelor's Degree / Master's Degree</p>

				4 = Master's Degree 5 = Doctorate	4 = Doctorate
TQ-10	United States	TQ-10	D	Nationally defined categories: 1 = High school and/or some college courses 2 = Associate's degree 3 = Bachelor's degree 4 = Master's degree 5 = Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)	National categories recoded for international comparability: 1 = High school and/or some college courses 2 = Associate's degree 3 = Bachelor's degree / Master's degree 4 = Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)
TQ-11	Flanders (Belgium)	TQ-11	D	Lerarenopleiding	Teacher training
TQ-11	Bulgaria	TQ-11	D	специалност с педагогическа правоспособност	Programme with teaching certificate
TQ-11	Alberta (Canada)	TQ-11	D	Teacher education programme	Teacher education programme
TQ-11	Croatia	TQ-11	D	Stem of the question changed: Jeste li završili nastavnički smjer na fakultetu ili dodatno položili pedagoško-psihološku skupinu predmeta za rad u školi?	Stem of the question changed: Did you complete the teaching course at the university or passed the additional pedagogical/psychological training programme for working in schools?
TQ-11	Denmark - ISCED1	TQ-11	D	Læreruddannelse	Teaching education
TQ-11	Denmark - ISCED2	TQ-11	D	Læreruddannelse	Teaching education
TQ-11	Denmark - ISCED3	TQ-11	D	Stem of the question changed: Har du en uddannelse som underviser? F.eks. professionsbachelor som lærer, lærereksamen, pædagogikum eller pædagogisk grunduddannelse.	Stem of the question changed: Have you completed training as an educator? E.g. Professional bachelor as a teacher, professional postgraduate teacher training for upper-secondary school teachers or pedagogical introduction programme.
TQ-11	Estonia	TQ-11	D	Õpetajahariduse või -koolituse programmi	Teacher education or training programme
TQ-11	Finland	TQ-11	D	Opettajien koulutusohjelma Utbildningsprogram för lärare	Teacher education programme
TQ-11	France	TQ-11	D	Nationally defined categories: 1 = Oui, à l'issue d'un concours de recrutement 2 = Oui (autres formations) 3 = Non	National categories recoded for international comparability: 1 = Yes, after a recruitment competitive exam / Yes (other training programmes) 2 = No

TQ-11	Iceland	TQ-11	D	Kennaranámi, kennsluréttindanámi eða öðru námi sem er sérstaklega ætlað til þess að búa undir kennarastarfið	Teacher education, teaching certificate or other education designed to prepare for the teaching profession
TQ-11	Israel	TQ-11	D	هل أنهيت الدراسة في مجال التربية أو برنامج لتأهيل المعلمين האם השלמת מסלול הכשרה להוראה או תכנית להכשרת מורים	Teacher education or training programme
TQ-11	Italy	TQ-11	D	Corso di studio o formazione abilitante all'insegnamento	Teacher training programme qualifying for teaching
TQ-11	Japan	TQ-11	D	Kyouinyouseikatei ya kensyupuroguramu	Teacher training programme and/or training programme
TQ-11	Latvia	TQ-11	D	Skolotāju izglītības studiju programma	Teacher education study programme
TQ-11	Mexico	TQ-11	D	Programa de formación del maestro (Escuela Normal)	Teacher training programme (Normal School)
TQ-11	Netherlands	TQ-11	D	Lerarenopleiding of een andere opleiding die leidt tot onderwijsbevoegdheid	Teacher training or other education programme leading to qualification to teach
TQ-11	Poland	TQ-11	D	Wykształcenie nauczycielskie	Teacher education
TQ-11	Romania	TQ-11	D	Un modul psiho-pedagogic	Teacher psychological-pedagogy module
TQ-11	Serbia	TQ-11	D	Akreditovanu obuku za nastavnike	Accredited training for teachers
TQ-11	Singapore	TQ-11	D	Teacher education or training programme	Teacher education or training programme
TQ-11	Sweden	TQ-11	D	Stem of the question changed: Do you have a teacher degree? Stem of the question changed: Har du någon form av lärarexamen?	Stem of the question changed: Do you have a teacher degree?
TQ-11	Abu Dhabi (United Arab Emirates)	TQ-11	D	هل حصلت على أي درجة علمية أو مؤهل في المجال التربوي/التعليمي أو هل شاركت في دورات تدريب أو برامج تأهيل متعلقة بالمجال التربوي؟ Teacher education or training programme	Teacher education or training programme
TQ-11	England (United Kingdom)	TQ-11	D	Question instruction added: Please mark one choice. Select 'Yes' if you are currently on a Teach First programme.	Question instruction added: Please mark one choice. Select 'Yes' if you are currently on a Teach First programme.

TQ-11	United States	TQ-11	D	Teacher education or training program	Teacher education or training programme
TQ-12A-C	Bulgaria	TQ-12C	D	Учебната практика по предмета/предметите, по който/които преподавам	Classroom practice in the subject(s) I teach
TQ-12A-C	Alberta (Canada)	TQ-12A-C	D	Stem of the question changed: Were the following elements included in your formal education (includes, but is not limited to your teacher education programme)?	Stem of the question changed: Were the following elements included in your formal education (includes, but is not limited to your teacher education programme)?
TQ-12A-C	Denmark	TQ-12A	D	Fagindhold	Subject content
TQ-12A-C	Denmark	TQ-12B	D	Fagets/fagenes pædagogik/didaktik	The subject(s') pedagogy and didactics
TQ-12A-C	Denmark	TQ-12C	D	Undervisningspraksis	Teaching practice
TQ-12A-C	France	TQ-12A-C	D	Stem of the question changed: Les éléments ci-dessous ont-ils fait partie de votre cursus universitaire ou de votre formation initiale d'enseignant ?	Stem of the question changed: Were the following elements included in your higher education curriculum or initial training?
TQ-12A-C	France	TQ-12C	D	Stage de pratique pédagogique (stage accompagné ou en responsabilité)	Pedagogical practice training (accompanied or in self-responsibility)
TQ-12A-C	Sweden	TQ-12C	D	Education located at a workplace/ -practice in the subject(s) I teach Verksamhetsförlagd utbildning/praktik i det/ de ämne(n) jag undervisar	Education located at a workplace/ -practice in the subject(s) I teach
TQ-12A-C	England (United Kingdom)	TQ-12A-C	D	Stem of the question changed: Were the following elements included in your formal education or teacher training?	Stem of the question changed: Were the following elements included in your formal education or teacher training?
TQ-13A-C	Bulgaria	TQ-13A-C	D	Stem of the question changed: Доколко тези дисциплини са Ви подготвили за преподавателската Ви работа?	Stem of the question changed: To what extent these elements prepared you for tasks in the teaching profession?
TQ-13A-C	Denmark	TQ-13A	D	Fagindhold	Subject content
TQ-13A-C	Denmark	TQ-13B	D	Fagets/fagenes pædagogik/didaktik	The subject(s') pedagogy and didactics
TQ-13A-C	Denmark	TQ-13C	D	Undervisningspraksis	Teaching practice
TQ-13A-C	Japan	TQ-13C	D	Zibunno tantoukyoukatou no sidouzissen (kyouikuzissyuu, inta-nshippu)	Classroom practice in the subject(s) I teach (teaching practice, internship)

TQ-14A-M	Australia	TQ-14A-M	D	Nationally defined categories: 1 = In secondary education / post-secondary, non-tertiary education or less OR Voc. Training Certificate, TAFE, Trade Certificate 2 = In undergraduate Diploma, Bachelor Degree, Grad Diploma/ Certificate, Master's Degree or Doctorate 3 = In subject specialisation 4 = At the in-service or professional development stage	Nationally defined categories: 1 = In secondary education / post-secondary, non-tertiary education or less OR Voc. Training Certificate, TAFE, Trade Certificate 2 = In undergraduate Diploma, Bachelor Degree, Grad Diploma/ Certificate, Master's Degree or Doctorate 3 = In subject specialisation 4 = At the in-service or professional development stage
TQ-14A-M	Australia	TQ-14G	D	Nationally defined dimensions: 1 = Technology 2 = ICT and/or Computer Studies	National dimensions recoded for international comparability: 1 = Technology / ICT and/or Computer Studies
TQ-14A-M	Flanders (Belgium)	TQ-14B	D	Dimension instruction changed: Rekenen, getallenleer, meten, meetkunde, hoofdrekenen	Dimension instruction changed: Figure, number theory, measure, geometry, mental arithmetic
TQ-14A-M	Flanders (Belgium)	TQ-14E	D	Dimension instruction changed: Talen die verschillen van de instructietaal (bv. Frans, Engels, Duits, ...)	Dimension instruction changed: Languages different from the language of instruction (e.g. French, English, German, ...)
TQ-14A-M	Flanders (Belgium)	TQ-14I	D	Dimension instruction changed: Turnen, zwemmen, balsporten, dansen	Dimension instruction changed: Gymnastics, swimming, ball sports, dance
TQ-14A-M	Flanders (Belgium)	TQ-14J	D	Dimension instruction changed: Godsdienst en niet-confessionele zedenleer	Dimension instruction changed: Religion and not-confessional ethics
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14A	D	Lezen, schrijven en spreken Dimension instruction changed: lezen en schrijven in het Nederlands of in het 'Nederlands als tweede taal' (voor anderstaligen), spelling, woordenschat, spreken, luisteren, taalbeschouwing	Reading, writing and speaking Dimension instruction changed: Reading and writing in Dutch or in Dutch as a second language (for non-natives), spelling, vocabulary, speaking, listening, language studies
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14A-M	D	Stem of the question changed: Welke van de onderstaande categorieën van vakken waren in uw formele opleiding opgenomen? Nationally defined categories: 1 = In een 7de jaar of 4de graad secundair onderwijs 2 = In een professionele bachelor (A1, graduaat) 3 = In een academische bachelor, master of doctoraatsdiploma 4 = Tijdens de loopbaan/professionele ontwikkeling	Stem of the question changed: Which of the subjects listed below were included in your formal education or training? National categories recoded for international comparability: 1 = In 7th grade or 4th stage of secondary education / In a professional bachelor (A1, graduate) 2 = In an academic bachelor, master or doctoral degree 3 = Category not administered or data not available 4 = At the in-service or professional development stage

TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14C	D	Dimension instruction changed: Biologie, fysica, scheikunde, milieu (wetenschappen)	Dimension instruction changed: Biology, physics, chemistry, environment (environmental education)
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14D	D	Dimension instruction changed: Maatschappelijke vorming, economie, aardrijkskunde, geschiedenis, recht, sociale wetenschappen, ethiek, filosofie	Dimension instruction changed: Social education, economics, geography, history, legal studies, social sciences, ethical thinking, philosophy
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14G	D	Dimension instruction changed: Technologische opvoeding, informatie- en communicatietechnologie (ICT), tekstverwerking, toetsenbordvaardigheden	Dimension instruction changed: Technological education, information- and communication technology (ICT), word processing, keyboard skills
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14H	D	Muzische vorming Dimension instruction changed: Beeld, beweging, drama, media en muziek	Art education Dimension instruction changed: Sculpture, movement, drama, media and music
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14K	D	Dimension instruction changed: Huishoudkunde, boekhouden, koken, tuinieren, ondernemerschap, loopbaanplanning, budgetbeheer, administratief werk, verkeersveiligheid, fietsvaardigheden, dieren verzorgen, handwerk, veters strikken, tanden poetsen	Dimension instruction changed: Home economics, bookkeeping, cooking, practise gardening, entrepreneurship, career policy, budgetary control, administration, traffic safety, cycling skills, animal care, handicraft, tying shoelaces, brushing teeth
TQ-14A-M	Flanders (Belgium) - ISCED1	TQ-14L	D	Dimension instruction changed: De integratie van de inhoud en perspectieven van verschillende traditionele schoolvakken, zoals bijvoorbeeld in wereldoriëntatie (natuur, techniek, mens, maatschappij, tijd, ruimte en brongebruik)	Dimension instruction changed: The integration of contents and perspectives of different traditional school subjects like for example in world studies (nature, technics, social studies, time, environment and use of sources of information)
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14A	D	Dimension instruction changed: Lezen en schrijven (en literatuur) in het Nederlands of in het 'Nederlands als tweede taal' (voor anderstaligen), taalstudies, spreken in het openbaar, literatuur	Dimension instruction changed: Reading and writing and literature in Dutch or in the tongue of the country (region) as a second language (for non-natives), language studies, public speaking, literature
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14A-M	D	Stem of the question changed: Welke van de onderstaande categorieën van vakken waren in uw formele opleiding opgenomen? Nationally defined categories: 1 = In een 7de jaar of 4de graad secundair onderwijs 2 = In een professionele bachelor (A1, grauaat) 3 = In een academische bachelor, master of doctoraatsdiploma 4 = Als vakspecifiek onderdeel in de lerarenopleiding	Stem of the question changed: Which of the subjects listed below were included in your formal education or training? National categories recoded for international comparability: 1 = In 7th grade or 4th stage of secondary education / Professional bachelor (A1, graduate) 2 = In academic bachelor, master or doctoral degree 3 = In Subject specialisation as part of the teacher training

				5 = Tijdens de loopbaan/professionele ontwikkeling	4 = At the in-service or professional development stage
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14C	D	Dimension instruction changed: Wetenschappen, wetenschappelijk werk, fysica, scheikunde, biologie, milieuwetenschappen, landbouw/tuinbouw/bosbouwkunde	Dimension instruction changed: Science, scientific work, physics, chemistry, biology, environmental science, agriculture/horticulture/forestry
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14D	D	Dimension instruction changed: Mens- en maatschappijvakken, maatschappelijke vorming, socio-economische initiatie, economie, omgevingsstudies, aardrijkskunde, geschiedenis, geesteswetenschappen, recht, studies van het eigen land, sociale wetenschappen, ethiek, filosofie	Dimension instruction changed: Social studies, societal education, socio-economic initiation, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14G	D	Dimension instruction changed: Technologische opvoeding, inleiding in de technologie, met inbegrip van informatietechnologie, ICT, bouw/bouwstudie, elektronica, grafische ontwikkelingen, toetsenbordvaardigheden, tekstverwerking, ontwerptechnologie	Dimension instruction changed: Technological education, orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology, design technology
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14H	D	Dimension instruction changed: Plastische opvoeding, kunst, muziek, visuele kunsten, praktische kunst, drama, muziekuivoering, fotografie, tekenen, creatieve handvaardigheid, creatief naaldwerk	Dimension instruction changed: Plastic education, arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14K	D	Dimension instruction changed: Beroepsvaardigheden (voorbereiding op een specifiek beroep), techniek, huishoudkunde, boekhouden, handel, loopbaanbegeleiding, kleding en textiel, hotel en voeding, polytechnische cursussen, secretariaatsstudies, toerisme en onthaal, ambachten	Dimension instruction changed: Vocational skills (preparation for a specific occupation), techniques, domestic science, accountancy, business studies, career education, clothing and textiles, hotel and food, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
TQ-14A-M	Flanders (Belgium) - ISCED2	TQ-14L	D	Dimension instruction changed: De integratie van de inhoud en perspectieven van verschillende traditionele schoolvakken, bv. PAV (Project Algemene Vakken)	Dimension instruction changed: Integration of content and perspective of several traditional school subjects, e.g. project general subjects
TQ-14A-M	Brazil	TQ-14A-M	D	Nationally defined categories: 1 = No Curso Superior de Tecnologia 2 = No Bacharelado, na Licenciatura ou em curso de maior escolaridade 3 = Em curso de aperfeiçoamento na área em que leciono como parte do treinamento para professores	Nationally defined categories: 1 = In a technological higher course 2 = In a Bachelor course , Licentiated course or in a higher level course 3 = In a specialisation in the subject I teach as part of the teacher training

				4 = Na formação continuada ou no desenvolvimento profissional	4 = At the in-service or professional development stage
TQ-14A-M	Bulgaria	TQ-14A	D	Български език и литература	Bulgarian language and literature
TQ-14A-M	Bulgaria	TQ-14A-B,E-G,I-J	D	Dimension instruction omitted	Dimension instruction omitted
TQ-14A-M	Bulgaria	TQ-14A-K,M	D	<p>Stem of the question changed: Изучавали ли сте основно някоя от следните предметни области като част от академичната Ви подготовка?</p> <p>Nationally defined categories: 1 = По време на професионалното Ви обучение след средно образование или програмата за получаване на степен “професионален бакалавър” 2 = По време на бакалавърската/ магистърската/ докторската Ви програма 3 = Специализация по предмета, по време на педагогическата Ви подготовка 4 = По време на преподавателската Ви работа като част от професионалното Ви развитие</p>	<p>Stem of the question changed: Did you study in details any of the subject categories in your formal education or training?</p> <p>Nationally defined categories: 1 = During your vocational education after upper secondary education or during your programme for receiving "Professional Bachelor" degree 2 = During your bachelor/master/doctoral degree 3 = Subject specialisation, during your pedagogical training 4 = During your in-service training as part of your professional development</p>
TQ-14A-M	Bulgaria	TQ-14G	D	Информационни технологии	Information technology
TQ-14A-M	Bulgaria	TQ-14H	D	Dimension instruction changed: изящни изкуства, приложни изкуства, визуални изкуства, театрални изкуства, рисуване, музика, пеене, танци, фотография, художествени занаяти	Dimension instruction changed Arts, music, visual arts, practical art, theatre studies, performance music, photography, drawing, creative handicraft, creative needlework
TQ-14A-M	Bulgaria	TQ-14J	D	Религия	Religion
TQ-14A-M	Bulgaria	TQ-14L	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-14A-M	Alberta (Canada)	TQ-14A	D	Dimension instruction changed: Reading and writing (and literature) in the student’s mother tongue, or in the main/official language(s) used in the country (region) or a particular school; language studies, public speaking, literature	Dimension instruction changed: Reading and writing (and literature) in the student’s mother tongue, or in the main/official language(s) used in the country (region) or a particular school; language studies, public speaking, literature
TQ-14A-	Alberta	TQ-14A-	D	Stem of the question changed:	Stem of the question changed:

M	(Canada)	M		<p>Were any of the subject categories listed below included in your formal education (includes, but is not limited to your teacher education programme)?</p> <p>Nationally defined categories: 1 = In Trade certification/College diploma 2 = In Bachelor's degree or above 3 = In Subject specialisation(s) as part of the teacher education programme 4 = At the in-service or professional development stage</p>	<p>Were any of the subject categories listed below included in your formal education (includes, but is not limited to your teacher education programme)?</p> <p>Nationally defined categories: 1 = In Trade certification/College diploma 2 = In Bachelor's degree or above 3 = In Subject specialisation(s) as part of the teacher education programme 4 = At the in-service or professional development stage</p>
TQ-14A-M	Alberta (Canada)	TQ-14K	D	<p>Dimension instruction changed: Vocational skills (preparation for a specific occupation), career foundations, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p>	<p>Dimension instruction changed: Vocational skills (preparation for a specific occupation), career foundations, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p>
TQ-14A-M	Chile	TQ-14A-M	D	<p>Nationally defined categories: 1 = En un Instituto Profesional o Centro de Formación Técnica 2 = En la Universidad o superior 3 = En una especialización de asignatura como parte de la capacitación docente 4 = En la etapa de servicio o desarrollo profesional</p>	<p>Nationally defined categories: 1 = In vocational training 2 = At the University or above 3 = In Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>
TQ-14A-M	Croatia	TQ-14A-K,M	D	<p>Nationally defined categories: 1 = Dvogodišnji ili trogodišnji fakultet 2 = Četverogodišnji fakultet ili više 3 = Specijalizacija iz predmeta u sklopu učiteljskog obrazovanja 4 = Nakon zaposlenja, u sklopu stručnog usavršavanja</p>	<p>Nationally defined categories: 1 = 2-year or 3-year post-secondary education 2 = 4-year university or above 3 = Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>
TQ-14A-M	Croatia	TQ-14L	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-14A-M	Cyprus ³⁰	TQ-14A-M	D	<p>Nationally defined categories: 1 = Δίπλωμα Τριτοβάθμιας μη Πανεπιστημιακής εκπαίδευσης 2 = Πτυχίο Πανεπιστημίου, Μεταπτυχιακό ή Διδακτορικό 3 = Εξειδίκευση στο θέμα ως μέρος της κατάρτισης των εκπαιδευτικών 4 = Κατά το ενδοϋπηρεσιακό στάδιο ή το στάδιο</p>	<p>Nationally defined categories: 1 = In Non-University Degree/Diploma/Certificate 2 = Bachelor Degree or Master Degree or PhD 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>

³⁰ See footnotes 2 and 3 at the beginning of this User Guide.

				<p>επαγγελματικής ανάπτυξης</p> <p>Nationally defined categories: 1 = In Non-University Degree/Diploma/Certificate 2 = Bachelor Degree or Master Degree or PhD 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>	
TQ-14A-M	Czech Republic	TQ-14A-M	D	<p>Question instruction changed: V každém řádku prosím vyznačte všechny odpovídající možnosti. Vzhledem k tomu, že toto šetření je mezinárodní, museli jsme mnoho jednotlivých předmětů vyučovaných ve školách zařadit do široce definovaných kategorií. Podívejte se prosím níže na příklady předmětů. Není-li uveden přesný název některého z Vašich předmětů, vyznačte prosím tu kategorii, která podle Vás odpovídá danému předmětu nejlépe. Pokud jste vystudoval/a např. učitelství pro první stupeň, uveďte prosím všechny dílčí kategorie, které do Vašeho vzdělávání byly zahrnuty.</p> <p>Nationally defined categories: 1 = Nástavbovém studiu či vyšším odborném vzdělávání včetně konzervatoří 2 = Bakalářském, magisterském či doktorském studiu 3 = Rámci předmětové specializace jako součásti pedagogické přípravy 4 = V rámci průběžného vzdělávání nebo dalšího profesního vzdělávání</p> <p>Question instruction changed: Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject. If you have completed e.g. education for teachers at the 1st stage of a basic school, please mark all categories that were included in your studies.</p>	<p>Question instruction changed: Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject. If you have completed e.g. education for teachers at the ISCED 1 level, please mark all categories that were included in your studies.</p> <p>Nationally defined categories: 1 = Extension studies or higher technical school education including conservatoires 2 = Bachelor, master or doctoral degree education 3 = Subject specialisation 4 = At the in-service or professional development stage</p> <p>Question instruction changed: Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject. If you have completed e.g. education for teachers at the 1st stage of a basic school, please mark all categories that were included in your studies.</p> <p>Nationally defined categories: 1 = Post-secondary non tertiary education or practically /technically /occupationally specific tertiary programmes 2 = Bachelor, master or doctoral degree education 3 = Subject specialisation</p>

				Nationally defined categories: 1 = Post-secondary non tertiary education or practically /technically /occupationally specific tertiary programmes 2 = Bachelor, master or doctoral degree education 3 = Subject specialisation 4 = At the in-service or professional development stage	4 = At the in-service or professional development stage
TQ-14A-M	Czech Republic	TQ-14D	D	Dimension instruction changed: Výchova k občanství, komunitní vědy, soudobá studia, ekonomie, environmentální studia, zeměpis, dějepis, humanitní vědy, právní vědy, vědy o vlastní zemi, společenské vědy, etická výchova, filosofie	Dimension instruction changed: Social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical education, philosophy
TQ-14A-M	Denmark	TQ-14A	D	Danks Dimension instruction changed: Herunder dansk som andetsprog	Danish Dimension instruction changed: Including Danish as a second language
TQ-14A-M	Denmark	TQ-14A-K,M	D	Nationally defined categories: 1 = Professionsbachelor, læreruddannelse eller diplom i erhvervspædagogik 2 = Universitetsgrad med pædagogikum eller lignende 3 = Linjefag 4 = I pædagogikum eller videreuddannelse Question instruction changed: Vi har valgt at samle de traditionelle undervisningsfag i fagkategorier. Hvis det præcise navn for et af dine fag ikke fremgår, vælg da den kategori, hvor faget passer bedst ind.	Nationally defined categories: 1 = In Prof. Bachelor, teacher training or diploma in vocational pedagogy 2 = In University degree with in-service training or equal 3 = In Main subject (teacher training) 4 = During in-service training or professional development Question instruction changed: We have chosen to gather the traditional teaching subjects in subject categories. If the precise name of one of your subjects does not emerge, then choose the category where the subject fits the best.
TQ-14A-M	Denmark	TQ-14B	D	Dimension instruction omitted	Dimension instruction omitted
TQ-14A-M	Denmark	TQ-14C	D	Naturvidenskabelige fag Dimension instruction changed: Fysik, kemi, geografi, biologi, natur/teknik	Scientific subjects Dimension instruction changed: Physics, Chemistry, Geography, Biology, Nature/technics
TQ-14A-M	Denmark	TQ-14D	D	Dimension instruction changed: Økonomi, historie, jura, filosofi, psykologi	Dimension instruction changed: Economy, History, Law, Philosophy, Psychology
TQ-14A-	Denmark	TQ-14E	D	Dimension instruction changed:	Dimension instruction changed:

M				Engelsk, tysk, fransk, spansk, kinesisk	English, German, French, Spanish, Chinese
TQ-14A-M	Denmark	TQ-14F	D	Klassiske fag Dimension instruction changed: Latin, græsk, oldtidskundskab	Classic subjects Dimension instruction changed: Latin, Greek, classical civilization
TQ-14A-M	Denmark	TQ-14G	D	IT Dimension instruction changed: Elektronik, computerlære, konstruktion, grafik og design, teknologiforståelse	IT Dimension instruction changed: Electronics, Computer knowledge, graphics and design, knowledge of technology
TQ-14A-M	Denmark	TQ-14H	D	Kreative og musiske fag Dimension instruction changed: Billedkunst, musik, formning, tegning, drama, kunsthåndværk, mediefag, fotolære	Creative and musical subjects Dimension instruction changed: Art, music, drawing, drama, handicraft, media, photography
TQ-14A-M	Denmark	TQ-14I	D	Idræt Dimension instruction changed: Gymnastik, dans	Sport Dimension instruction changed: Gymnastics, dance
TQ-14A-M	Denmark	TQ-14J	D	Religion Dimension instruction changed: Kristendom, religionshistorie	Religion Dimension instruction changed: Christianity, history of religion
TQ-14A-M	Denmark	TQ-14K	D	Praktiske fag Dimension instruction changed: Sløjd, hjemkundskab, håndarbejde	Vocational subjects Dimension instruction changed: Woodwork, home economics, needlework
TQ-14A-M	Denmark	TQ-14L	D	Gang punched to "No"	Gang punched to "No"
TQ-14A-M	Estonia	TQ-14A	D	Nationally defined dimensions: 1 = Lugemine, kirjutamine ja kirjandus (v.a eesti keel teise keelena) 2 = Lugemine, kirjutamine ja kirjandus eesti keeles teise keelena (riigikeelena) Dimension instruction changed: Põhikooli õppekava kohustuslikest ainetest kuuluvad siia eesti	National dimensions recoded for international comparability: 1 = Reading, writing and literature (excl. Estonian as a second language) / Reading, writing and literature in Estonian as a second language (state language) Dimension instruction changed: Of the compulsory subjects of the basic school curriculum this includes Estonian language and literature in schools where

				keel ja kirjandus eesti õppekeelela koolis ning vene keel ja kirjandus vene õppekeelela koolis	Estonian is the language of instruction and Russian language and literature in schools where Russian is the language of instruction
TQ-14A-M	Estonia	TQ-14A-M	D	Nationally defined categories: 1 = Keskhariidus või lõpetamata kõrghariidus või rakenduskõrghariidus või keskerihariidus keskhariiduse baasil 2 = Akadeemiline kõrghariidus, bakalaureusekraad, magistrikraad, magistrikraadiga võrdsustatud kvalifikatsioon või doktorikraad 3 = Spetsialiseerumine õppeainele 4 = Täiendkoolitus või professionaalse arengu aste	Nationally defined categories: 1 = Secondary education or incomplete higher education or vocational training or vocational secondary education based on secondary education 2 = An academic degree, Bachelor's degree, Master's degree, a master's degree equivalent qualification or doctorate 3 = Subject specialization 4 = At the in-service or professional development stage
TQ-14A-M	Estonia	TQ-14B	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad põhikooli õppekava kohustuslikest ainetest matemaatika ning selles koolis õpetatavad matemaatikaga seotud valikained nagu matemaatika koos statistikaga, geomeetria, algebra jne	Dimension instruction changed: Of the compulsory subjects of the basic school curriculum this includes mathematics and maths-related electives like mathematics with statistics, geometry, algebra etc.
TQ-14A-M	Estonia	TQ-14C	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad põhikooli õppekava kohustuslikest ainetest füüsika, keemia, bioloogia, loodusõpetus ja selles koolis õpetatavad valikained	Dimension instruction changed: Of the compulsory subjects of the basic school curriculum this includes physics, chemistry, biology, nature studies and other science-related electives
TQ-14A-M	Estonia	TQ-14D	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad põhikooli õppekava kohustuslikest ainetest ajalugu, inimeseõpetus, ühiskonnaõpetus ja geograafia ning sotsiaalteaduslikud valikained nagu majandus, õigus, kõlblus, filosoofia	Dimension instruction changed: Of the compulsory subjects of the basic school curriculum this includes history, human studies, society studies, geography and other social science-related electives like economics legal studies, ethics, philosophy
TQ-14A-M	Estonia	TQ-14E	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad koolis õpetatavad võõrkeeled, v.a eesti keel riigikeelena	Dimension instruction changed: Includes all foreign languages taught in this school excluding Estonian as the state language
TQ-14A-M	Estonia	TQ-14G	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad töö- ja tehnoloogiaõpetus, sh elektroonika, tootmis- ja disainitehnoloogia, ehitamine või mõõdistamine, samuti arvutiõpetus, arvutigraafika ja -disain, arvutiga kirjutamise oskused ning tekstitöötlus	Dimension instruction changed: This category includes craft and technology education, including electronics, manufacturing and design technology, construction or surveying, as well as computer studies, computer graphics and design, writing, computer skills and word processing
TQ-14A-M	Estonia	TQ-14H	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad põhikooli kohustuslikest ainetest kunst, muusika ja kaunite kunstidega seotud	Dimension instruction changed: This category includes arts, music and electives related to fine arts, including visual arts, applied arts, drama, making music,

				valikained, sh visuaalkunstid, rakenduskunst, draama, musitseerimine, fotograafia, joonistamine	photography and drawing from mandatory subjects of basic school
TQ-14A-M	Estonia	TQ-14I	D	Dimension instruction changed: Sellesse kategooriasse kuuluvad kehaline kasvatus, võimlemine, tants, liikumisõpetus	Dimension instruction changed: This category includes physical education, gymnastics, dance, sports training
TQ-14A-M	Estonia	TQ-14K	D	Dimension instruction changed: Sellesse kategooriasse kuulub mingi konkreetse töö või ameti õpe (nt raamatupidamine, ettevõtlus, karjääri kavandamine, õmblus- ja tekstiilivaldkond, sõidukijuhtimine, kodumajandus, polütehniline õpe ja tehnika, sekretäritöö, turism ja külaliste vastuvõtt, käsitöö)	Dimension instruction changed: This category includes study of a specific job or occupation (e.g. accounting, entrepreneurship, career planning, sewing and textile sector, driving, home economics, polytechnic education, and technology, secretary, tourism and hospitality, handicraft)
TQ-14A-M	Finland	TQ-14A-M	D	Nationally defined categories: 1 = Erikoisammattitutkinto tai ammatillinen opistoasteen tutkinto 2 = Alempi korkeakoulututkinto tai ylempi korkeakoulututkinto tai enemmän 3 = Aineenopettajaopinnot osana opettajankoulutusta 4 = Täydennys- tai jatkokoulutus Nationally defined categories: 1 = Specialyrkesexamen eller examen från yrkesinstitut 2 = Lägre högskoleexamen eller högre högskoleexamen eller högre 3 = Ämneslärarutbildning del av lärarutbildningen 4 = Vidareutbildning	Nationally defined categories: 1 = Special vocational degree or higher vocational degree 2 = Lower degree at the university or polytechnic (3 years) or higher degree at the university or polytechnic (5 years) or above subject specialisation 3 = Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Finland	TQ-14C	D	Luonnontieteet (ei sisällä maantiedettä) Dimension instruction changed: Fysiikka, kemia, biologia, ihmisen biologia, ympäristötieteet, maatalous/puutarhanhoito/metsätalous De naturvetenskapliga ämnena (innehåller inte geografi) Dimension instruction changed: Fysik, kemi, biologi, människans biologi, miljövetenskap, jordbruk/trädgårdskötsel/skogsbruk	Science (not included geography) Dimension instruction changed: Physics, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry

TQ-14A-M	Finland	TQ-14D	D	<p>Nationally defined dimensions: 1 = Maantiede 2 = Yhteiskunnalliset aineet</p> <p>Dimension instruction changed: Yhteiskuntatieteet, aikalaistutkimus, taloustiede, ympäristötutkimus, historia, humanistiset aineet, lakiopinnot, kansalaistaito, yhteiskuntaoppi, etiikka, filosofia</p> <p>Nationally defined dimensions: 1 = Geografi 2 = Samhällsvetenskapliga ämnen</p> <p>Dimension instruction changed: Samhällsvetenskap, samtidsforskning, ekonomisk vetenskap, miljöforskning, historia, humanistiska ämnen, juridikstudier, samhällslära, samhällskunskap, etik, filosofi</p>	<p>National dimensions recoded for international comparability: 1 = Geography / Social studies</p> <p>Dimension instruction changed: Social studies, community studies, contemporary studies, economics, environmental studies, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</p>
TQ-14A-M	France	TQ-14A-M	D	<p>Stem of the question changed: L'un des groupes de matières ci-dessous a-t-il fait partie de votre cursus universitaire ou de votre formation initiale professionnelle?</p> <p>Nationally defined categories: 1 = Niveau bac + 2, Capacité en droit, DAEU, BTS, DUT, diplômes des professions sociales ou de santé 2 = Niveau licence, maîtrise et Master 1, diplômes bac + 3 ou bac + 4 3 = Niveau DEA, DESS, Master 2 Diplômes d'ingénieurs, bac + 5 et plus 4 = Spécialisation dans une matière dans le cadre de la formation d'enseignant 5 = Une fois en poste, dans le cadre d'activités de formation continue</p>	<p>Stem of the question changed: Were any of the subjects listed below included in your higher education curriculum or initial training?</p> <p>National categories recoded for international comparability: 1 = Level Bac + 2, social or health professions 2 = Level bac + 3 or bac + 4 / Level bac + 5 or above, engineers diploma 3 = Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>
TQ-14A-M	France	TQ-14C	D	<p>Dimension instruction changed: Les sciences, la physique, la chimie, la biologie, la biologie humaine, la géologie, les sciences de l'environnement ainsi que l'agronomie, l'horticulture et la foresterie</p>	<p>Dimension instruction changed: Science, physics, physical science, chemistry, biology, human biology, geology, environmental science, agriculture/horticulture/forestry</p>
TQ-14A-	Iceland	TQ-14A-	D	<p>Nationally defined categories: 1 = Í námi mínu á mörkum framhaldsskólastigs og æðra</p>	<p>Nationally defined categories: 1 = In my studies that straddle the boundary between upper</p>

M		M		námsstigs, fræðilegu eða starfsgreinamiðuðu, eða í verk-, tækni- eða starfsgreinamiðuðu háskólanámi að hámarki 2 ár 2 = Í bakkalár, meistara-eða doktorsnámi 3 = Sérhæfði mig í kennslu greinarinnar (innihaldi, kennslufræði eða kennsluháttum greinarinnar) í kennaranáminu 4 = Á námskeiðum eða endurmenntun í starfi	secondary and a more advanced educational level, academic or vocational, or practical/technical/occupational university programs of 2 years duration maximum 2 = In bachelor's, masters' or doctoral level studies 3 = I specialized in teaching of the subject (content, pedagogy or teaching practice of the subject) during my teacher studies 4 = At the in-service or professional development stage
TQ-14A-M	Israel	TQ-14A	D	Dimension instruction changed: القراءة والكتابة (والأدب) في اللغة العربية، أو في اللغة العبرية، قواعد اللغة، التعبير الشفوي، الأدب خلو Dimension instruction changed: הינש הפשכ תירבעב הביתכו האירק, תירבעב (תורפסו) הביתכו האירק 'דכו תורפס, הפ לעב העבה, נושל, (סיידילי אל מירבודל)	Dimension instruction changed: Reading and writing (and literature) in Arabic, reading and writing in Hebrew as a second language (for non-native speakers), grammar, spoken language, literature, etc.
TQ-14A-M	Israel	TQ-14A-M	D	Nationally defined categories: לוא בבול נודב סי רדת דדאמש וא עיריטצח תנס = 1 קופ אמו לוא ימדיאלא בבול = 2 נימל עמלא תצטכס פי זהא המאל כזז מן תאהיל = 3 (פי מרחלה התפור המהני) (خلال عملي كمعلم = 4 Nationally defined categories: הארוה תדועתמ קלחכ וא סימדקא סניאש סינוכיתלע סידומילמ קלחכ = 1 ימדקא ראות הנקמ הניאש הלעמו נושא ראות תרגסמב = 2 סירומה תרשכהמ קלחכ תעדה סוחתב סוחמתה תרגסמב = 3 (הרומכ הדובעה תפוקתב) סומלתשה/יעוצקמ סוחתפ תרגסמב = 4	Nationally defined categories: 1 = Pre-academic preparation programme or non-academic post secondary, teaching certificate that is not a degree 2 = BA or above 3 = Specialization as part of the teacher training 4 = At the professional training stage (during in-service)
TQ-14A-M	Israel	TQ-14B	D	Dimension instruction changed: الرياضيات، الإحصائيات، الهندسة، الجبر وإلخ Dimension instruction changed: המודכו הרבגלא, הירטמואג, הקיטסיטס, הקיטמתמ	Dimension instruction changed: Mathematics, statistics, geometry, algebra, etc.
TQ-14A-M	Israel	TQ-14C	D	Dimension instruction changed: ءاي ميكلأ ،ءاي زيفلا ،اي جولونكتلا و جولا (ماع) جولا خلو عارزلا ءيئيبلا جولا ،اي جولا ويبللا	Dimension instruction changed: Science (general), natural sciences, physics, chemistry, biology, environmental science, agriculture etc.

				Dimension instruction changed: הביבסה יעדמ, היגולויב, הימיכ, הקיזיפ, היגולונכטו עדמ, (יללכ) מיעדמ המודכו תואלקח	
TQ-14A-M	Israel	TQ-14D	D	Dimension instruction changed: التاريخ، الجغرافيا، الدراسات الاجتماعية، علم الحضارات، الدراسات المعاصرة، الاقتصاد، علم البيئة، القانون المدنيّات، العلوم الاجتماعيّة، الفلسفة، تاريخ الفن خلأو Dimension instruction changed: הלכלכ, תוברת ידומיל, הליהק ידומיל, היגולויצוס, היפרגואג, הירוטסיה, תונמאה תודלות, היפוסוליפ, הרבחה יעדמ, תוחרזא, טפשמ, הביבס ידומיל המודכו	Dimension instruction changed: History, geography, sociology, community studies, cultural studies, economics, environmental studies, legal studies, civics, social science, philosophy, arts history etc.
TQ-14A-M	Israel	TQ-14E	D	لغة أجنبية Dimension instruction changed: كلّ لغة باستثناء العربيّة والعبريّة שפה זרה Dimension instruction changed: כל שפה שאינה עברית	Foreign Languages Dimension instruction changed: Languages other than Arabic and Hebrew
TQ-14A-M	Israel	TQ-14F	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-14A-M	Israel	TQ-14G	D	Dimension instruction changed: ،بوساحل ملع ،(تامول عمل ايجولونكت لمشي) ايجولونكت جلاعم ،عابط ، الكيفارج ،تسدنه ،الكيتوبور ،الكينورتكل خلأو ،صوصنلا Dimension instruction changed: בוציע, הסדנה, הקיטובור, הקינורטקלא, מיבשמ, עדימ תויגולונכט המודכו מיללמת דוביע הדלקה, הקיפרגו	Dimension instruction changed: Introduction to technology, information technology, computers, electronics, design and graphics, keyboard skills, word processing, etc.
TQ-14A-	Israel	TQ-14H	D	Dimension instruction changed: التصوير، الفنون، الموسيقى، الفنون البصريّة، الفنّ العمليّ، التمثيل والدراما،	Dimension instruction changed: Arts, music, visual arts, practical art, drama, photography,

M				الرسم، الأعمال والفنون اليدوية، التطريز بالإبرة والخ Dimension instruction changed: رؤى، سوليز، المرد، تيشوميش تونما، تيتوزح تونما، الكيوزم، تويونما المودكو المكر، دي تكاللم	drawing, handicrafts, embroidery, etc.
TQ-14A-M	Israel	TQ-14K	D	Dimension instruction changed: مهارات مهنية (التحضير لمهنة معينة)، تقنيات، التدبير المنزلي، إدارة حسابات، ني، أزياء، سكرتارية، السياحة والفندقة، صناعة يدوية دم هي جوت، لامعاً قراد خلو Dimension instruction changed: تيب تكلل، توانكس، (ميسم عوذكلم كوسيل النكا) ميعوذكلم ميروشي ليتسكو الشبله، تيعوذكلم النوكه، لوهين، ميكسع لهنم، تونوبشخ تلهنم المودكو الكاللم، توانولمو تورييت، توريكزم يدوميل	Dimension instruction changed: Vocational skills (preparation for a specific occupation), technics, domestic studies, book-keeping, business studies, administration, career education, clothing and textiles, secretarial studies, tourism and hospitality, handicraft, etc.
TQ-14A-M	Italy	TQ-14A-M	D	Nationally defined categories: 1 = Diploma di Istituti di Alta Formazione Artistica e Musicale o ISEF (vecchio ordinamento) 2 = Lauree (tutti gli ordinamenti) o titoli superiori 3 = Scuola di Specializzazione per Insegnamento Scuole Secondarie (SSIS), per il sostegno, altri corsi abilitanti 4 = Formazione e sviluppo professionale in servizio	Nationally defined categories: 1 = Art and Music or Higher Institute for Physical Education degree (previous system) 2 = University degree (previous and current system) or above 3 = Lower and Upper Secondary school Teaching Specialisation Degree (SSIS), Specialisation degree for teaching to special need students, other teacher training qualifying courses 4 = At the in-service or professional development stage
TQ-14A-M	Italy	TQ-14M	D	Nationally defined dimensions: 1 = Attività di sostegno per alunni con bisogni speciali d'apprendimento (attività didattiche specificatamente indirizzate a studenti con bisogni speciali d'apprendimento) 2 = Altro (per favore specificare sotto)	National dimensions recoded for international comparability: 1 = Specific teaching activities to support students with special learning needs (teaching activities for students with special needs educational needs) / Other (Please specify below)
TQ-14A-M	Japan	TQ-14A	D	Kokugo	Japanese
TQ-14A-M	Japan	TQ-14A-E,G-M	D	Dimension instruction omitted	Dimension instruction omitted
TQ-14A-M	Japan	TQ-14A-M	D	Nationally defined categories: 1 = Tandai, kousen ni oite 2 = Daigaku, daigakuin ni oite 3 = Kyouinouseikatei ni oite	Nationally defined categories: 1 = In the junior college, specialized vocational high school 2 = In the university or college or the graduate school 3 = In the teacher training course

				4 = Kyouinkensyu ni oite	4 = In the in-service or professional development
TQ-14A-M	Japan	TQ-14F	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-14A-M	Japan	TQ-14H	D	Ongaku, bityutu	Music, arts
TQ-14A-M	Japan	TQ-14K	D	Katei	Home economics
TQ-14A-M	Korea	TQ-14A-M	D	Nationally defined categories: 1 = 고등학교 또는 전문대학 2 = 대학/대학원(석사) 또는 그 이상 3 = 교사훈련의 일환인 교과 전문 과정에 4 = 현장 및 전문성 계발 단계에	Nationally defined categories: 1 = In high school or Practical/technical college 2 = In university/graduate school(masters' degree) or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Latvia	TQ-14A-M	D	Nationally defined categories: 1 = Pēc vidējās izglītības vai 1. līmeņa augstākās profesionālās izglītības programmā 2 = Bakalaura, 2. līmeņa profesionālās augstākās vai augstākas izglītības programmā 3 = Priekšmeta specializācijā skolotāju izglītības programmā 4 = Kvalifikācijas celšanas vai profesionālā pilnveidošanās saturā	Nationally defined categories: 1 = In post-secondary or first level of professional higher education programme 2 = In Bachelor's or second level of professional higher education or above education programme 3 = In subject specialisation as part of the teacher education programme 4 = At the in-service or professional development stage
TQ-14A-M	Malaysia	TQ-14A-M	D	Nationally defined categories: 1 = Sijil atau Diploma 2 = Ijazah Sarjana Muda dan/atau ke atas 3 = Subjek opsyen semasa latihan keguruan 4 = Di peringkat dalam perkhidmatan atau pembangunan profesionalisme	Nationally defined categories: 1 = In Certificate or Diploma 2 = In Bachelor's degree or above 3 = In Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Mexico	TQ-14A-M	D	Nationally defined categories: 1 = En un nivel profesional tecnico o tecnico superior universitario 2 = En la licenciatura (Normal), maestria o en un nivel superior 3 = Especializacion de la asignatura como parte de la capacitacion para profesor 4 = En el desarrollo profesional del trabajo	Nationally defined categories: 1 = In a professional technical or university superior technical 2 = In a degree (Normal), Master or higher 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Mexico	TQ-14D	D	Dimension instruction changed: Incluye estudios sociales, estudios comunitarios (civismo), estudios contemporáneos, economía, estudios del medio	Dimension instruction changed: Includes social studies, community studies, (civic) contemporary studies, economics, environmental studies,

				ambiente, geografía, historia, humanidades, estudios legales, estudios del país, ciencias sociales, pensamiento ético, filosofía	geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy
TQ-14A-M	Netherlands	TQ-14A	D	Nederlands	Dutch
TQ-14A-M	Netherlands	TQ-14A-B,E	D	Dimension instruction omitted	Dimension instruction omitted
TQ-14A-M	Netherlands	TQ-14A-M	D	Nationally defined categories: 1 = Mbo-plus, associate degree of educatieve minor 2 = Opleiding op bachelorniveau 3 = Opleiding op masterniveau	National categories recoded for international comparability: 1 = Senior vocational training, associate degree or educational minor degree 2 = Training at bachelor level / Training at master level 3 = In subject specialisation as part of the teacher training 4 = Category not administered or data not available
TQ-14A-M	Netherlands	TQ-14M	D	Nationally defined dimensions / Dimension instruction added: 1 = Pabo (Opleiding tot leraar basisonderwijs, betreft een brede niet vak-specifieke opleiding. Bepaalde leraren met een diploma van één van de voorgangers van de lerarenopleiding basisonderwijs zijn wel bevoegd om in het vmbo onderwijs te geven in het vak Maatschappijleer en/of het vak Nederlands, dan wel zijn ze bevoegd om onderwijs te verzorgen in een tiental vakken aan LWOO-geïndiceerde leerlingen in het vmbo) 2 = Anders, namelijk	National dimensions recoded for international comparability / Dimension instruction added: 1 = Pedagogical academy for primary education (Formal education and training programme for primary school teachers, concerns a general and not a subject specific programme. Teachers who obtained this degree under one of the predecessors of the current 'pabo programme' are qualified to teach 'Governance and society' and Dutch at ISCED level 2/3 or 10 subjects at special needs students in pre-vocational education) / Other, please specify
TQ-14A-M	Norway	TQ-14A	D	Lesing, skriving og litteratur i norsk og samisk	Reading, writing and literature in Norwegian and Sami
TQ-14A-M	Norway	TQ-14G	D	IKT, teknologi, grafikk og design, digitale medier etc.	ICT, technology, graphics and design, digital media, etc.
TQ-14A-M	Norway	TQ-14H	D	Kunst- og håndverksfag, musikk, drama, fotografi, tegning med mer	Arts and crafts, music, drama, photography, drawing and more
TQ-14A-M	Norway	TQ-14J	D	Kristendom, religion og livssyn	Christianity, religion and spirituality
TQ-14A-M	Norway	TQ-14K	D	Praktiske fag, inkl. mat og helse	Practical subjects, including food and health
TQ-14A-M	Norway - ISCED1	TQ-14A-M	D	Question instruction changed: Du kan krysse av for flere alternativ i hver rad	Question instruction changed: Please mark as many choices as appropriate in each row

				<p>Nationally defined categories: 1 = Har fagbrev/svennebrev, fagskole annen yrkesrettet opplæring 2 = Har mastergrad/hovedfag 3 = Minst ett år som del av en bachelor/ cand. mag 4 = Mindre enn et års fordypning som en del av en bachelor/ cand. mag 5 = Faget er en del av min lærerutdanning 6 = Gjennom videreutdanning</p> <p>Dimension instruction omitted</p>	<p>National categories recoded for international comparability: 1 = In vocational school 2 = In Master's degree or equivalent / Less than a year as part of a bachelor or cand. mag. degree / At least one year as part of a bachelor/cand. mag. 3 = The subject is part of my initial teacher training 4 = At the in-service or professional development stage</p> <p>Dimension instruction omitted</p>
TQ-14A-M	Norway - ISCED2	TQ-14A-M	D	<p>Question instruction changed: Du kan krysse av for flere alternativ i hver rad</p> <p>Nationally defined categories: 1 = Har fagbrev/svennebrev, fagskole annen yrkesrettet opplæring 2 = Har mastergrad/hovedfag 3 = Minst ett år som del av en bachelor/ cand. mag 4 = Mindre enn et års fordypning som en del av en bachelor/ cand. mag 5 = Faget er en del av min lærerutdanning 6 = Gjennom videreutdanning</p> <p>Dimension instruction omitted</p>	<p>Question instruction changed: Please mark as many choices as appropriate in each row</p> <p>National categories recoded for international comparability: 1 = In vocational school 2 = In Master's degree or equivalent / Less than a year as part of a bachelor or cand. mag. degree / At least one year as part of a bachelor/cand. mag. 3 = The subject is part of my initial teacher training 4 = At the in-service or professional development stage</p> <p>Dimension instruction omitted</p>
TQ-14A-M	Norway - ISCED3	TQ-14A-M	D	<p>Question instruction changed: Du kan krysse av for flere alternativ i hver rad</p> <p>Nationally defined categories: 1 = Har fagbrev/svennebrev, fagskole annen yrkesrettet opplæring 2 = Har mastergrad/hovedfag 3 = Minst ett år som del av en bachelor/ cand. mag 4 = Mindre enn et års fordypning som en del av en bachelor/ cand. mag 5 = Faget er en del av min lærerutdanning 6 = Gjennom videreutdanning</p> <p>Dimension instruction omitted</p>	<p>Question instruction changed: Please mark as many choices as appropriate in each row</p> <p>National categories recoded for international comparability: 1 = In vocational school 2 = In Master's degree or equivalent / Less than a year as part of a bachelor or cand. mag degree / At least one year as part of a bachelor/cand. mag 3 = The subject is part of my initial teacher training 4 = At the in-service or professional development stage</p> <p>Dimension instruction omitted</p>

TQ-14A-M	Poland	TQ-14A-M	D	Nationally defined categories: 1 = Szkoła policealna lub zakład kształcenia nauczycieli 2 = Studia licencjackie/inżynierskie lub powyżej 3 = Specjalizacja przedmiotowa jako część programu kształcenia nauczycieli 4 = W czasie pracy w szkole lub w ramach doskonalenia zawodowego	Nationally defined categories: 1 = Post-secondary, non-tertiary education or vocational training 2 = Bachelor degree or above 3 = Subject specialization as a part of the teacher training programme 4 = In-service or within professional development
TQ-14A-M	Poland	TQ-14L	D	Dimension instruction changed: Integracja treści i perspektyw kilku tradycyjnych przedmiotów szkolnych (np.: kształcenie zintegrowane, nauczanie początkowe)	Dimension instruction changed: Integration of content and perspective of several traditional school subjects (i.e. integrated education, early childhood education)
TQ-14A-M	Poland - ISCED1	TQ-14M	D	Nationally defined dimensions: 1 = Edukacja przedszkolna 2 = Inne (prosimy określić poniżej)	National dimensions recoded for international comparability: 1 = Pre-primary education / Other (please specify below)
TQ-14A-M	Poland - ISCED3	TQ-14M	D	Nationally defined dimensions: 1 = Teoretyczny przedmiot zawodowy 2 = Praktyczny przedmiot zawodowy 3 = Kształcenie modułowe 4 = Inne (prosimy określić poniżej)	National dimensions recoded for international comparability: 1 = Theoretical vocational education / Practical vocational education / Module education / Other (please specify below)
TQ-14A-M	Portugal	TQ-14A-M	D	Nationally defined categories: 1 = Ensino pós-secundário ou Bacharelato ou equivalente 2 = Licenciatura ou equivalente ou grau superior 3 = Disciplina(s) de especialização integrada(s) na formação para a docência 4 = Formação contínua ou cursos de desenvolvimento profissional	Nationally defined categories: 1 = In post-secondary education or Bachelor degree or equivalent 2 = In honour's degree or equivalent or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Romania	TQ-14A-M	D	Nationally defined categories: 1 = Studii postliceale sau învățământ superior de scurta durată-Colegii 2 = Studii universitare de licență sau mai mult 3 = Specializare ca parte a formării pedagogice 4 = În etapa de formare continuă sau la locul de muncă	Nationally defined categories: 1 = Post-secondary education (non-tertiary education) or tertiary non-university education 2 = Bachelor's degree or above 3 = Specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Serbia	TQ-14A-M	D	Nationally defined categories: 1 = Viša škola 2 = Fakultet, master, magistratura ili doktorat 3 = Specijalizacija kao deo obrazovanja za nastavnika/ca 4 = Kroz obrazovanje uz rad ili profesionalni razvoj	Nationally defined categories: 1 = Higher school 2 = Faculty, Master, Magister or PhD 3 = Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage

TQ-14A-M	Singapore	TQ-14A	D	Nationally defined dimensions/Dimension instruction changed: 1 = Reading, writing and/or literature in English Reading and writing in English; language studies, public speaking, literature 2 = Reading, writing and/or literature in the Mother Tongue (not including English) Reading and writing (and literature) in the mother tongue; language studies, public speaking, literature	National dimensions recoded for international comparability/Dimension instruction changed: 1 = Reading, writing and/or literature in English (Reading and writing in English; language studies, public speaking, literature) / Reading, writing and/or literature in the Mother Tongue (not including English) (Reading and writing (and literature) in the mother tongue; language studies, public speaking, literature)
TQ-14A-M	Singapore	TQ-14A-M	D	Nationally defined categories: 1 = In post-secondary certification (JC, ITE or Diploma) 2 = In University Bachelor's Degree or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage	Nationally defined categories: 1 = In post-secondary certification (JC, ITE or Diploma) 2 = In University Bachelor's Degree or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Slovak Republic	TQ-14A-M	D	Nationally defined categories: 1 = Nadstavbové štúdium alebo nižšie ako vysokoškolské štúdium 2 = Vysokoškolské štúdium 1. alebo 2. stupňa 3 = Predmetové špecializácie ako súčasť učiteľského tréningu 4 = Další profesijný rozvoj alebo stupeň	Nationally defined categories: 1 = Lower than university education or non-tertiary education 2 = University study of 1st or 2nd degree 3 = In Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage
TQ-14A-M	Spain	TQ-14A	D	Llengua i literatura Lengua y Literatura Hizkuntza eta Literatura Lingua e Literatura Llengua y literatura	Language and Literature
TQ-14A-M	Spain	TQ-14A-M	D	Nationally defined categories: 1 = En l'FP de Grau Superior 2 = En la diplomatura, llicenciatura, grau, màster o superior 3 = En l'especialització en la matèria com a part de la formació docent 4 = En l'etapa de desenvolupament professional o a la feina	Nationally defined categories: 1 = In high level Vocational Studies 2 = Bachelor's degree, Master's degree or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage

				<p>Nationally defined categories: 1 = En FP de Grado Superior 2 = Diplomatura, Licenciatura, Grado, Máster o superior 3 = En una especialización en la materia como parte de la formación docente 4 = En la fase de desarrollo profesional</p> <p>Nationally defined categories: 1 = Goi mailako LHn 2 = Diplomaturan, Lizentziaturan, Graduan, Masterrean edo maila handiagoan 3 = Gaiaren inguruko espezializazioan, irakaskuntzarako prestakuntza baitan 4 = Laneko edo garapen profesionaleko fasean</p> <p>Nationally defined categories: 1 = Nun FP de grao superior 2 = Nunha diplomatura, licenciatura, grao, máster ou superior 3 = Nunha especialización na materia como parte da formación docente 4 = Na fase de desenvolvimento profesional</p> <p>Nationally defined categories: 1 = En FP de grau superior 2 = En diplomatura, llicenciatura, grau, màster o superior 3 = En una especialització en la matèria com a part de la formació docent 4 = En la fase de desenrotllament professional</p>	
TQ-14A-M	Spain	TQ-14C	D	<p>Dimension instruction changed: Inclou ciències naturals, física, química, biologia, geologia, biologia humana, ciències ambientals, agricultura/horticultura/silvicultura</p> <p>Dimension instruction changed: Incluye ciencias naturales, física, química, biología, geología,</p>	<p>Dimension instruction changed: Science, physics, chemistry, biology, geology, environmental science, agriculture/horticulture/forestry</p>

				<p>biología humana, ciencias del medio ambiente, agricultura/horticultura/silvicultura</p> <p>Dimension instruction changed: Natur zientziak, fisika, kimika, biologia, geologia, gizakiaren biologia, ingurumen-zientziak, nekazaritza/baratzezaintza/basogintza barne</p> <p>Dimension instruction changed: Abrangue ciencias naturais, física, química, biología, geología, biología humana, ciencias medioambientais, agricultura/horticultura/silvicultura</p> <p>Dimension instruction changed: Inclou ciències naturals, física, química, biologia, geologia, biologia humana, ciències del medi ambient, agricultura/horticultura/silvicultura</p>	
TQ-14A-M	Spain	TQ-14D	D	<p>Dimension instruction changed: Ciències socials, estudis locals, estudis contemporanis, economia, estudis ambientals, geografia, història, humanitats, dret, ètica, filosofia i educació per a la ciutadania</p> <p>Dimension instruction changed: Incluye ciencias sociales, estudios locales, estudios contemporáneos, economía, estudios medioambientales, geografía, historia, humanidades, derecho, filosofía, ética y educación para la ciudadanía</p> <p>Dimension instruction changed: Gizarte-zientziak, tokiko ikasketak, ikasketa garaikideak, ekonomia, ingurumeneko ikasketak, geografia, historia, humanitateak, zuzenbidea, filosofia, etika, herritartasunerako hezkuntza eta antzeko zientziak barne</p> <p>Dimension instruction changed:</p>	<p>Dimension instruction changed: Social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, social sciences, ethical thinking, philosophy, civic education</p>

				<p>Abrangue ciencias sociais, estudos locais, estudos contemporâneos, economia, estudos medioambientais, xeografía, historia, humanidades, dereito, filosofía, ética e educación para a cidadanía</p> <p>Dimension instruction changed: Inclou ciències socials, estudis locals, estudis contemporanis, economia, estudis mediambientals, geografia, història, humanitats, dret, filosofia, ètica i educació per a la ciutadania</p>	
TQ-14A-M	Spain	TQ-14E	D	<p>Dimension instruction changed: llengües diferents de la llengua d'ensenyament i de les llengües cooficials de l'estat espanyol</p> <p>Dimension instruction changed: Incluye lenguas diferentes de la lengua de instrucción y de las lenguas cooficiales del Estado</p> <p>Dimension instruction changed: Ama-hizkuntza edo irakaskuntzako hizkuntza ez diren beste hizkuntzen irakaskuntza barne</p> <p>Dimension instruction changed: Abrangue linguas diferentes da lingua de instrución e das linguas cooficiais do Estado</p> <p>Dimension instruction changed: Inclou llengües diferents de la llengua d'instrucció i de les llengües cooficials de l'Estat.</p>	Dimension instruction changed: Languages different from the language of instruction and from the coofficial Spanish languages
TQ-14A-M	Sweden	TQ-14A	D	<p>Swedish and Swedish as a second language</p> <p>Dimension instruction changed: Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives), public speaking, literature</p>	<p>Swedish and Swedish as a second language</p> <p>Dimension instruction changed: Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives), public speaking, literature</p>

				<p>Svenska och svenska som andrspråk</p> <p>Dimension instruction changed: Innefattar läsning och skrivning (samt litteraturkunskap) på modersmålet, på undervisningsspråket eller som andraspråk (för icke infödda), retorik, litteratur mm</p>	
TQ-14A-M	Sweden	TQ-14A-E,G-M	D	<p>Nationally defined categories: 1 = In lower than tertiary education or University Diploma/ professional qualification 2 = In Bachelor/ Master's degree or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p> <p>Nationally defined categories: 1 = I eftergymnasial utbildning, ej högskolenivå eller högskoleutbildning upp till två år (t.ex. högskoleexamen) 2 = I universitets- eller högskoleutbildning omfattande tre till fem år (t.ex. kandidat- eller magisterexamen) eller högre 3 = I ämnesspecialisering som del av lärarutbildningen 4 = I utbildning påbörjad under lärtjänst eller fortbildning</p>	<p>Nationally defined categories: 1 = In lower than tertiary education or University Diploma/ professional qualification 2 = In Bachelor/ Master's degree or above 3 = In subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>
TQ-14A-M	Sweden	TQ-14C	D	<p>Dimension instruction changed: Includes science, physics, physical science, chemistry, biology, human biology, environmental science etc.</p> <p>Dimension instruction changed: Innefattar naturkunskap, fysik, kemi, biologi, anatomi, miljövetenskap mm.</p>	<p>Dimension instruction changed: Includes science, physics, physical science, chemistry, biology, human biology, environmental science etc.</p>
TQ-14A-M	Sweden	TQ-14D	D	<p>Social studies, religion excluded</p> <p>Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, legal studies, studies of the own country, social sciences</p> <p>Samhällsorienterande ämnen, exklusive religionskunskap</p>	<p>Social studies, religion excluded</p> <p>Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, legal studies, studies of the own country, social sciences</p>

				Dimension instruction changed: Innefattar samhällskunskap, statskunskap, nutidsorientering, ekonomi, miljövetenskap, geografi, historia, juridik, studier av det egna landet	
TQ-14A-M	Sweden	TQ-14E	D	Modern foreign language, English included Dimension instruction changed: Includes languages different from Swedish Moderna språk inklusive engelska Dimension instruction changed: Innefattar andra språk än svenska	Modern foreign language, English included Dimension instruction changed: Includes languages different from Swedish
TQ-14A-M	Sweden	TQ-14F	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-14A-M	Sweden	TQ-14G	D	Dimension instruction changed: Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, workshop technology/design technology Dimension instruction changed: Innefattar orientering i teknik, inklusive informationsteknik, datorvetenskap, byggt teknik, elektronik, grafisk design, verkstadsteknik/design teknik	Dimension instruction changed: Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, workshop technology/design technology
TQ-14A-M	Sweden	TQ-14I	D	Dimension instruction changed: Includes physical education and health, dance Dimension instruction changed: Inkluderar idrott och hälsa, dans	Dimension instruction changed: Includes physical education and health, dance
TQ-14A-M	Sweden	TQ-14K	D	Practical skills Dimension instruction changed: Includes domestic science	Practical skills Dimension instruction changed: Includes domestic science

				<p>Praktiska ämnen</p> <p>Dimension instruction changed: Inkluderar hem- och konsumentkunskap</p>	
TQ-14A-M	Abu Dhabi (United Arab Emirates)	TQ-14A-M	D	<p>Nationally defined categories: 1 = يالاعل مولبدلأ وأ مولبدلأ يف 2 = علأ وأ سويرولكبلأ ةجرد يف 3 = سيردتلل لهؤملل ببردتلأ نم ءزجك ةداملأ يف صصختلأ يف 4 = ينمملأ ريوطتلأ ةطشنأ نم ءزجك وأ ملعمك لمعلأ ءانثأ</p> <p>Nationally defined categories: 1 = In Diploma or Higher Diploma 2 = In Bachelor Degree or above 3 = In Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>	<p>Nationally defined categories: 1 = In Diploma or Higher Diploma 2 = In Bachelor Degree or above 3 = In Subject specialisation as part of the teacher training 4 = At the in-service or professional development stage</p>
TQ-14A-M	Abu Dhabi (United Arab Emirates)	TQ-14D	D	<p>Dimension instruction changed: ةيعمتجملأ تاساردلأ ةيعامتجالأ تاساردلأ داوم لكلذل لمشيف ةيئيبلأ تاساردلأ داصتقالأ ملعو ةرصاعملأ تاساردلأ و ةينوناقلا تاساردلأ ةيناسنلأ مولعلأ وخيراتلأ ايفارغجلأ /ةدحتملأ ةيبرعلأ تاراملأ ةلود تاسارد / ةينطولأ تاساردلأ يقالخالأ ريكفتلأ ةيعامتجالأ مولعلأ مالأ دلبلأ تاسارد ةفسلفلأ</p> <p>Dimension instruction changed: Social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, national studies/studies of UAE/studies of your own country, social sciences, ethical thinking, philosophy</p>	<p>Dimension instruction changed: Social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, national studies/studies of UAE/studies of your own country, social sciences, ethical thinking, philosophy</p>

TQ-14A-M	England (United Kingdom)	TQ-14A	D	Dimension instruction changed: Reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature	Dimension instruction changed: Reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature
TQ-14A-M	England (United Kingdom)	TQ-14A-M	D	Stem of the question changed: Were any of the subjects listed below included in your formal education or teacher training? Nationally defined categories: 1 = In A levels or Foundation degree or equivalent 2 = In Bachelor's degree or higher 3 = In Subject specialisation as part of your teacher training 4 = At the in-service or professional development stage	Stem of the question changed: Were any of the subjects listed below included in your formal education or teacher training? Nationally defined categories: 1 = In A levels or Foundation degree or equivalent 2 = In Bachelor's degree or higher 3 = In Subject specialisation as part of your teacher training 4 = At the in-service or professional development stage
TQ-14A-M	England (United Kingdom)	TQ-14D	D	Humanities/social studies	Humanities/social studies
TQ-14A-M	England (United Kingdom)	TQ-14E	D	Dimension instruction changed: Languages other than English	Dimension instruction changed: Languages other than English
TQ-14A-M	England (United Kingdom)	TQ-14F	D	Classical Greek and/or Latin	Classical Greek and/or Latin
TQ-14A-M	England (United Kingdom)	TQ-14G	D	Dimension instruction changed: Including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology	Dimension instruction changed: Including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
TQ-14A-M	United States	TQ-14A	D	Nationally defined dimensions/Dimension instruction changed: 1 = Reading, writing and literature Reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism 2 = English as a Second Language ESL or bilingual education in support of students' subject matter learning	National dimensions recoded for international comparability/Dimension instruction changed: 1 = Reading, writing and literature (Reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism) / English as a Second Language (ESL or bilingual education in support of students' subject matter learning)
TQ-14A-	United	TQ-14A-	D	Nationally defined categories:	Nationally defined categories:

M	States	M		1 = Included in high school, vocational certificate, or Associate's degree 2 = Included in Bachelor's degree or above 3 = Included in subject specialization as part of teacher education 4 = Included at the in-service or professional development stage	1 = Included in high school, vocational certificate, or Associate's degree 2 = Included in Bachelor's degree or above 3 = Included in subject specialisation as part of teacher education 4 = Included at the in-service or professional development stage
TQ-14A-M	United States	TQ-14B	D	Dimension instruction changed: Basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus	Dimension instruction changed: Basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus
TQ-14A-M	United States	TQ-14C	D	Dimension instruction changed: General or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science	Dimension instruction changed: General or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science
TQ-14A-M	United States	TQ-14D	D	Social studies/Social science Dimension instruction changed: General social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology	Social studies/Social science Dimension instruction changed: General social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology
TQ-14A-M	United States	TQ-14E	D	Dimension instruction changed: Languages other than English (e.g., French, German, Spanish, ASL)	Dimension instruction changed: Languages other than English (e.g., French, German, Spanish, ASL)
TQ-14A-M	United States	TQ-14F	D	Classical Greek and/or Latin	Classical Greek and/or Latin
TQ-14A-M	United States	TQ-14I	D	Physical and health education	Physical and health education
TQ-14A-M	United States	TQ-14K	D	Nationally defined dimensions/Dimension instruction changed: 1 = Business studies Accounting, business management, business principles and ethics, marketing and distribution 2 = Practical and vocational skills Vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades,	National dimensions recoded for international comparability/Dimension instruction changed: 1 = Business studies (Accounting, business management, business principles and ethics, marketing and distribution) / Practical and vocational skills (Vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair,

				cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft	polytechnic courses, secretarial studies, tourism and hospitality, handicraft)
TQ-14A-M	United States	TQ-14M	D	Nationally defined dimensions/Dimension instruction added: 1 = Special education Education of students with special needs 2 = Other (please specify below)	National dimensions recoded for international comparability/Dimension instruction added: 1 = Special education (Education of students with special needs) / Other (please specify below)
TQ-15A-L	Australia	TQ-15G	D	Nationally defined dimensions: 1 = Technology 2 = ICT and/or Computer Studies	National dimensions recoded for international comparability: 1 = Technology / ICT and/or Computer Studies
TQ-15A-L	Flanders (Belgium)	TQ-15A	D	Lezen, schrijven en spreken	Reading, writing and speaking
TQ-15A-L	Flanders (Belgium)	TQ-15C-D,F-G,K	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-15A-L	Flanders (Belgium)	TQ-15H	D	Muzische vorming	Art education
TQ-15A-L	Bulgaria	TQ-15G	D	Информационни технологии	Information technology
TQ-15A-L	Denmark	TQ-15A	D	Dansk	Danish
TQ-15A-L	Denmark	TQ-15C	D	Naturvidenskabelige fag	Scientific subjects
TQ-15A-L	Denmark	TQ-15F	D	Klassiske fag	Classic subjects
TQ-15A-L	Denmark	TQ-15G	D	It	IT
TQ-15A-L	Denmark	TQ-15H	D	Kreative og musiske fag	Creative and musical subjects
TQ-15A-L	Denmark	TQ-15I	D	Idræt	Sport
TQ-15A-L	Denmark	TQ-15J	D	Religion	Religion
TQ-15A-L	Denmark	TQ-15K	D	Praktiske fag	Vocational subjects
TQ-15A-L	Estonia	TQ-15A	D	Nationally defined dimensions: 1 = Lugemine, kirjutamine ja kirjandus (v.a eesti keel teise keelena) 2 = Lugemine, kirjutamine ja kirjandus eesti keeles teise keelena (riigikeelena)	National dimensions recoded for international comparability: 1 = Reading, writing and literature (excl. Estonian as a second language) / Reading, writing and literature in Estonian as a second language (state language)
TQ-15A-L	Estonia	TQ-15L	D	Nationally defined dimensions: 1 = Muu (palun täpsustage allpool)	National dimensions recoded for international comparability: 1 = Other (please specify below) / Interdisciplinary subject

				2 = Interdistsiplinaarne õppeaine	
TQ-15A-L	Finland	TQ-15C	D	Luonnontieteet (pl. maantieto)	Science (not included geography)
TQ-15A-L	Finland	TQ-15D	D	Nationally defined dimensions: 1 = Maantiede 2 = Yhteiskunnalliset aineet Nationally defined dimensions: 1 = Geografi 2 = Samhällsvetenskapliga ämnen	National dimensions recoded for international comparability: 1 = Geography / Social studies
TQ-15A-L	Israel	TQ-15E	D	لغة أجنبية שפה זרה	Foreign Languages
TQ-15A-L	Israel	TQ-15F	D	"Gang punched to "No	Gang punched to "No"
TQ-15A-L	Italy	TQ-15L	D	Nationally defined dimensions: 1 = Attività di sostegno per alunni con bisogni speciali d'apprendimento 2 = Altro	National dimensions recoded for international comparability: 1 = Specific teaching activities to support students with special learning needs / Other
TQ-15A-L	Japan	TQ-15A	D	Kokugo	Japanese
TQ-15A-L	Japan	TQ-15F	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-15A-L	Japan	TQ-15H	D	Ongaku, bizyutu	Music, arts
TQ-15A-L	Japan	TQ-15K	D	Katei	Home economics
TQ-15A-L	Norway	TQ-15A	D	Lesing, skriving og litteratur i norsk og samisk	Reading, writing and literature in Norwegian and Sami
TQ-15A-L	Norway	TQ-15G	D	IKT, teknologi, grafikk og design, digitale medier etc.	ICT, technology, graphics and design, digital media, etc.
TQ-15A-L	Norway	TQ-15H	D	Kunst- og håndverksfag, musikk, drama, fotografi, tegning med mer	Arts and crafts, music, drama, photography, drawing and more
TQ-15A-L	Norway	TQ-15J	D	Kristendom, religion og livssyn	Christianity, religion and spirituality
TQ-15A-L	Norway	TQ-15K	D	Praktiske fag, inkl. mat og helse	Practical subjects, including food and health
TQ-15A-L	Poland - ISCED1	TQ-15L	D	Nationally defined dimensions: 1 = Edukacja przedszkolna 2 = Inne	National dimensions recoded for international comparability: 1 = Pre-primary education / Other

TQ-15A-L	Poland - ISCED3	TQ-15L	D	Nationally defined categories: 1 = Teoretyczny przedmiot zawodowy 2 = Praktyczny przedmiot zawodowy 3 = Kształcenie modułowe 4 = Inne	National categories recoded for international comparability: 1 = Theoretical vocational education / Practical vocational education / Module education / Other
TQ-15A-L	Serbia	TQ-15A-L	D	Starijih razreda	Senior classes
TQ-15A-L	Singapore	TQ-15A	D	Nationally defined dimensions: 1 = Reading, writing and/or literature in English 2 = Reading, writing and/or literature in the Mother Tongue (not including English)	National dimensions recoded for international comparability: 1 = Reading, writing and/or literature in English / Reading, writing and/or literature in the Mother Tongue (not including English)
TQ-15A-L	Spain	TQ-15A	D	Llengua i literatura Lengua y Literatura Hizkuntza eta Literatura Lingua e literatura Llengua y literatura	Language and Literature
TQ-15A-L	Sweden	TQ-15A	D	Swedish and Swedish as second language Svenska och svenska som andraspråk	Swedish and Swedish as second language
TQ-15A-L	Sweden	TQ-15D	D	Social studies, religion excluded Samhällsorienterande ämnen, exklusive religionskunskap	Social studies, religion excluded
TQ-15A-L	Sweden	TQ-15E	D	Modern foreign language, English included Moderna språk inklusive engelska	Modern foreign language, English included
TQ-15A-L	Sweden	TQ-15F	D	Gang punched to "No"	Gang punched to "No"

TQ-15A-L	Sweden	TQ-15K	D	Practical skills Praktiska ämnen	Practical skills
TQ-15A-L	England (United Kingdom)	TQ-15D	D	Humanities/social studies	Humanities/social studies
TQ-15A-L	England (United Kingdom)	TQ-15F	D	Classical Greek and/or Latin	Classical Greek and/or Latin
TQ-15A-L	United States	TQ-15A	D	Nationally defined dimensions: 1 = Reading, writing and literature 2 = English as a Second Language	National dimensions recoded for international comparability: 1 = Reading, writing and literature / English as a Second Language
TQ-15A-L	United States	TQ-15D	D	Social studies/Social science	Social studies/Social science
TQ-15A-L	United States	TQ-15F	D	Classical Greek and/or Latin	Classical Greek and/or Latin
TQ-15A-L	United States	TQ-15I	D	Physical and health education	Physical and health education
TQ-15A-L	United States	TQ-15K	D	Nationally defined dimensions: 1 = Business studies 2 = Practical and vocational skills	National dimensions recoded for international comparability: 1 = Business studies / Practical and vocational skills
TQ-15A-L	United States	TQ-15L	D	Nationally defined dimensions: 1 = Special education 2 = Other	National dimensions recoded for international comparability: 1 = Special education / Other
TQ-16	Brazil	TQ-16	D	Stem of the question changed: Durante a sua última semana completa deste ano letivo, aproximadamente quantas horas completas você passou no total ensinando, planejando aulas, corrigindo, colaborando com outros professores, participando de encontros com a equipe da escola e realizando outras atividades do seu trabalho nesta escola?	Stem of the question changed: During your most recent complete calendar week, approximately how many complete hours did you spend in total on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?
TQ-16	Israel	TQ-16	D	Question instruction changed: أيام) الذي درّست فيه بشكل كامل ولم 7 أسبوع تقويمي كامل" هو ذلك الأسبوع ("، تأزاجاً ببسبب سيردت لها هي ف عطقنني إضرابات، أعياد عامة، إجازات مرضية وغيرها. عليك شمل أيضاً المهام التي	Question instruction changed: A 'complete' calendar week is one that was not shortened by breaks, public holidays, strikes, sick leave etc. Also include tasks that took place during weekends, evenings

				<p>،عوبسأل ا في امن لال خ اذيفننتب تتمع ساعات الليل، أو أي ساعات خارج الدوام بتاعسلال نم حي حص ددع ىل! بي رقتل اءا ج رل ا</p> <p>Question instruction changed: תותיבש, תושפוח לשב רצקתה אלש (סימי 7) עובשכ רדגומ "אלמ עובש" המודכו תוירדעיה רחא נמז לכב וא מיברעב, עובשה יפוסב תעציבש תולטמ מג לולכ תבוששתב תועשב לולכ וניאש מידומילה תומלש תועשל הלעמ יפלכ תבוששת תא לגע</p>	<p>or other off classroom hours. Round to the nearest whole hour.</p>
TQ-16	Singapore	TQ-16	D	<p>Stem of the question changed: During your most recent complete calendar week, approximately how many hours did you spend in total on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?</p>	<p>Stem of the question changed: During your most recent complete calendar week, approximately how many hours did you spend in total on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?</p>
TQ-16	Spain	TQ-16	D	<p>*Spanish Stem of the question changed: Durante su última semana de clase completa, ¿cuántas horas, aproximadamente, dedicó en total a la enseñanza, planificación de clases, calificaciones, colaboración con otros profesores, participación en reuniones de personal y otras tareas propias de su puesto de trabajo en este centro? (Cuenta horas de reloj, es decir, 60 minutos cada una).</p> <p>*Galician Durante a súa última semana de clase completa, aproximadamente cantas horas dedicou vostede en total ao ensino, á planificación de clases, a corrixir, a colaborar con outros profesores, a participar en xuntanzas de persoal e a outras tarefas relacionadas co traballo neste centro? (Conte horas de reloxo; é dicir, de 60 minutos cada unha).</p> <p>*Valencian Durant la seua última setmana de classe completa, quantes hores, aproximadament, va dedicar en total a l'ensenyament,</p>	<p>Stem of the question changed: During your last complete teaching week, how many hours did you spend in total on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school? (Use clock hours, that is, 60 minute hours).</p>

				planificació de classes, qualificacions, col·laboració amb altres professors, participació en reunions de personal i altres tasques pròpies del seu lloc de treball en este centre? (Indique les hores de rellotge, és a dir, 60 minuts cadascuna)	
TQ-16	Sweden	TQ-16	D	<p>Question instruction changed: A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also include tasks that took place during weekends, evenings or other off working hours. Round to the nearest whole hour.</p> <p>Stem of the question changed: Under den senaste fullständiga arbetsveckan, ungefär hur många timmar (60 min) ägnade du totalt åt undervisning, för- och efterarbete, samarbete med andra lärare, deltagande i personalmöten och andra uppgifter som hör till det arbete du har på den här skolan?</p> <p>Question instruction changed: En "fullständig arbetsvecka" är en vecka som inte förkortats av ledighet, helgdagar, sjukfrånvaro eller annat. Ta även med uppgifter som ägde rum under veckoslutet, kvällar och andra tillfällen utanför arbetstiden. Avrunda till närmaste heltimme.</p>	<p>Question instruction changed: A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also include tasks that took place during weekends, evenings or other off working hours. Round to the nearest whole hour.</p> <p>Stem of the question changed: During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on teaching, fore and after-work, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?</p>
TQ-16	England (United Kingdom)	TQ-16	D	<p>Question instruction changed: A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave etc. Also include tasks that took place during weekends, evenings and other out of class hours. Round to the nearest whole hour.</p>	<p>Question instruction changed: A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave etc. Also include tasks that took place during weekends, evenings and other out of class hours. Round to the nearest whole hour.</p>
TQ-17	Brazil	TQ-17	D	<p>Stem of the question changed: Desse total, quantas horas completas você gastou lecionando durante a última semana letiva?</p>	<p>Stem of the question changed: Of this total, how many complete hours did you spend on teaching during the most recent calendar week?</p>
TQ-17	Bulgaria	TQ-17	D	<p>Stem of the question changed: През последната пълна календарна седмица колко часа (от 60 минути), от тези посочени във въпрос 16, сте отделили за реално преподаване?</p>	<p>Stem of the question changed: During the most recent calendar week, how many 60-minute hours, out of these given in question 16, did you spend on actual teaching?</p>

				Question instruction changed: Времето, което сте отделили за планиране и подготовка на уроците, оценяване на работата на учениците и т.н. ще бъде отчетено във въпрос 18	Question instruction changed: Time spent on preparation, marking, etc. will be recorded in Question 18
TQ-17	Denmark	TQ-17	D	Stem of the question changed: Af disse timer, hvor mange brugte du på undervisning i din seneste kalenderuge?	Stem of the question changed: Of these hours how many did you spend on teaching during your most recent calendar week?
TQ-17	France	TQ-17	D	Question instruction changed: Ne tenez compte que du temps passé à enseigner, en heures (60mn) et non en séances dont la durée peut être variable. Le temps passé à préparer les cours, à corriger les copies, etc. est abordé à la question 18.	Question instruction changed: Please only count actual teaching time in hours (60 minutes) and not in variable time lessons. Time spent on preparation, marking, etc. will be recorded in Question 18.
TQ-17	Singapore	TQ-17	D	Stem of the question changed: Of this total, how many hours did you spend on teaching during the most recent calendar week?	Stem of the question changed: Of this total, how many hours did you spend on teaching during the most recent calendar week?
TQ-17	England (United Kingdom)	TQ-17	D	Question instruction changed: Please only count actual face to face teaching time. Time spent on preparation, marking, etc. will be recorded in Question 18.	Question instruction changed: Please only count actual face to face teaching time. Time spent on preparation, marking, etc. will be recorded in Question 18.
TQ-18A-I	Brazil	TQ-18A-I	D	Stem of the question changed: Como professor desta escola, durante a sua última semana completa deste ano letivo, quantas horas completas você gastou com as seguintes tarefas?	Stem of the question changed: As a teacher of this school, during your most recent complete calendar week, how many complete hours did you spend on the following tasks?
TQ-18A-I	Denmark	TQ-18C	D	Rettearbejde/opgaveevaluering	Correcting work/assignment evaluation
TQ-18A-I	Denmark	TQ-18E	D	Deltagelse i ledelsesopgaver (fx deltagelse i styregrupper)	Participation in management work (e.g. participation in steering committees)
TQ-18A-I	Denmark	TQ-18H	D	Opgaver i forbindelse med ikke-skemalagte aktiviteter (fx sportsaktiviteter og kulturelle aktiviteter uden for skoletid)	Assignments in connection with not scheduled activities (e.g. sports activities and cultural activities outside ordinary school hours)
TQ-18A-I	France	TQ-18A-I	D	Question instruction added: Par "parents d'élèves", on entend pour cette question et pour la suite du questionnaire les parents ou les responsables légaux des élèves	Question instruction added: In this question and all the followings, "Parents" is defined by parents or guardians
TQ-18A-I	France	TQ-18G	D	Communication et coopération avec les parents d'élèves	Communication and co-operation with parents
TQ-18A-I	Israel	TQ-18E	D	المشاركة في إدارة المدرسة (يشمل وظائف التركيز)	Participation in school management (including roles of

				השתתפות בעבודה הניהולית בבית הספר (לרבות תפקידי ריכוז)	coordination)
TQ-18A-I	Israel	TQ-18I	D	<p>Nationally defined dimensions: طوير استراتيجيات امتحان التلاميذ من أجل تحسين أدائهم في الامتحانات 1 الخارجية = الخارجية من أجل تحسين عمليّ تاناحتمالاً جئاتن فشقاتمو ثحب 2 = سي ردتلا 3 مهام أخرى =</p> <p>Nationally defined dimensions: מהלש סיעוציבה רופיש משל מדימלתה לש תונחביה תויגטרססא חותיפ 1 = מיינוציח מינחבמב 2 = הארוהה רופיש משל מיינוציח מינחבמ תואצותב תונשרפו וויד 3 = תורחא תומישמ</p>	National dimensions recoded for international comparability: 1 = Developing students' test-taking strategies to improve performance on external tests / Discussing and interpreting results of external tests for the improvement of instruction / Other tasks
TQ-18A-I	Italy	TQ-18B	D	Collaborazione e interazione professionale con i colleghi dell'istituto, partecipazione alle riunioni dei Consigli di classe e del Collegio dei docenti partecipazione alle riunioni dei Consigli di classe e del Collegio docenti	Team work and dialogue with colleagues within this school, participation to Class councils and to Teachers' college
TQ-18A-I	Italy	TQ-18E	D	Collaborazione con il dirigente scolastico, partecipazione al Consiglio d'istituto e svolgimento della funzione strumentale	Collaboration with the principal, participation to the School council and carrying out of the instrumental functions
TQ-18A-I	Japan	TQ-18A-I	D	<p>Question instruction changed: Syuumatuya yakannadono syuugyouzikanaini okonattasigotowo hukumimasu. Sidou(zyugyou)zikannituiteha zenmonde otazunesiteimasunode, sonozikanha subete zyogaisitekudasai. Oyosonoataide kekkoudesu. Ikanosigotoni zyuzisinakattabaaiha, 0(zero)wo kinyuusitekudasai.</p>	<p>Question instruction changed: It includes tasks that took place during weekends, evenings or other off classroom hours. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, write 0 (zero).</p>
TQ-18A-I	Netherlands	TQ-18H	D	Deelname aan extra-curriculaire activiteiten (bijv. naschoolse sport- en culturele activiteiten, begeleiding excursies)	Engaging in extracurricular activities (e.g. sports and cultural activities and supervision of excursions after school)
TQ-18A-I	Singapore	TQ-18A-I	D	<p>Stem of the question changed: As a teacher of this school, during your most recent complete calendar week, how many hours did you spend on the following tasks?</p>	<p>Stem of the question changed: As a teacher of this school, during your most recent complete calendar week, how many hours did you spend on the following tasks?</p>
TQ-18A-I	Sweden	TQ-18A	D	<p>Nationally defined categories: Enskild planering och andra lektionsförberedelser, antingen i</p>	<p>Nationally defined categories: Individual planning and other kind of preparation of lessons</p>

				eller utanför skolan	either at school or out of school
TQ-18A-I	Sweden	TQ-18A-I	D	<p>Question instruction changed: Also include tasks that took place during weekends, evenings or other off working hours. Please exclude all time spent teaching as this was recorded in the previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, write 0 (zero).</p> <p>Question instruction changed: Ta även med uppgifter som ägde rum under veckoslutet, kvällar och andra tillfällen utanför arbetstiden. Ta inte med den tid du ägnade åt undervisning, då det togs upp i den föregående frågan. Det räcker med en grov uppskattning. Om du inte utförde någon/några av aktiviteterna nedan den senaste fullständiga arbetsveckan, skriv 0 (noll).</p>	<p>Question instruction changed: Also include tasks that took place during weekends, evenings or other off working hours. Please exclude all time spent teaching as this was recorded in the previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, write 0 (zero).</p>
TQ-18A-I	Sweden	TQ-18D	D	<p>Student contacts (including student supervision, virtual counselling, career guidance and delinquency guidance)</p> <p>Elevkontakter (inklusive tillsyn av elever, IT-baserad rådgivning, yrkesrådgivning och brottsförebyggande arbete)</p>	<p>Student contacts (including student supervision, virtual counselling, career guidance and delinquency guidance)</p>
TQ-18A-I	United States	TQ-18I	D	<p>Nationally defined dimensions: 1 = Developing students' test-taking skills to improve performance on mandated assessments 2 = Administering, proctoring, and scoring mandated assessments 3 = Reviewing and analysing results of mandated assessments to improve instruction 4 = Other tasks</p>	<p>National dimensions recoded for international comparability: 1 = Developing students' test-taking skills to improve performance on mandated assessments / Administering, proctoring, and scoring mandated assessments / Reviewing and analysing results of mandated assessments to improve instruction / Other tasks</p>
TQ-19A-C	Flanders (Belgium)	TQ-19A-C	D	<p>Question instruction changed: 'Eerste reguliere tewerkstelling'; d.w.z. eerste tewerkstelling na het afstuderen, van méér dan 6 opeenvolgende weken. 'Aanvangsbegeleiding' wordt gedefinieerd als een gestructureerde reeks activiteiten ter ondersteuning van uw introductie in het lerarenberoep, bijvoorbeeld collegiaal werk met andere nieuwe leraren, mentorschap door ervaren leraren,</p>	<p>Question instruction changed: 'First regular employment'; i.e. first employment after qualification/certification/accreditation, of more than 6 consecutive weeks. An 'induction programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers,</p>

				enz. Gelieve in elke rij één keuze aan te duiden.	mentoring by experienced teachers, etc. Please mark one choice in each row.
TQ-19A-C	Flanders (Belgium)	TQ-19B	D	Ik nam/neem deel aan informele integratieactiviteiten, die niet onder de aanvangsbegeleiding vallen	I took/take part in informal integration activities not part of an induction programme
TQ-19A-C	Denmark	TQ-19A-C	D	Question instruction changed: Et 'introduktionsforløb' defineres som en række aktiviteter, der har til formål at støtte din indføring i lærerjobbet. Det kan for eksempel være en mentorordning med erfarne lærere eller samarbejde med andre nyuddannede lærere. Sæt ét kryds i hver række, omregn aktiviteten i spørgsmål c) til hele dage (en hel dag svarer til 6-8 timer).	Question instruction changed: An introduction programme is defined as a row of activities aiming at supporting your introduction in the teaching profession. For example it can be mentoring by experienced teachers or cooperation with other newly educated teachers. Place one mark (cross) in each row, convert the activity in c) into whole days (a whole day is equivalent with 6 - 8 hours).
TQ-19A-C	France	TQ-19B	D	J'ai participé/je participe à des activités informelles qui facilitent ma prise de fonction	I took/take part in informal induction activities which facilitate my introduction into new function
TQ-19A-C	Italy	TQ-19A	D	Ho partecipato/partecipo ad un programma ministeriale di avvio	I took/take part in a ministerial induction programme
TQ-19A-C	Italy	TQ-19A-C	D	Question instruction changed: Per 'programma di avvio alla professione' si intende un insieme di attività strutturate a sostegno dell'inserimento dei neoassunti nella professione insegnante, per esempio una collaborazione tra pari con altri neo-insegnanti, il sostegno da parte di un insegnante tutor/mentor, l'anno di formazione in Italia, ecc. Barrare una casella per ciascun rigo.	Question instruction changed: An 'induction programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, the trial year in Italy, etc. Please mark one choice in each row.
TQ-19A-C	Netherlands	TQ-19C	D	Ja, ik neem deel/heb deelgenomen aan een organisatorische en administratieve introductie (o.a. ronde door de school, uitleg schoolreglement, uitleg administratieve procedures, etc.)	I took/take part in an organisational and administrative introduction (e.g. school tour, explanation of school regulations, explanation of administrative procedures, etc.)
TQ-19A-C	Portugal	TQ-19A	D	Eu participei/participo num programa de integração e orientação/supervisão	I took/take part in an integration and guidance/supervision programme
TQ-19A-C	Portugal	TQ-19A-C	D	Stem of the question changed: No início da sua carreira como docente, participou ou participa em algum programa de integração e orientação/supervisão? Question instruction changed: Um 'programa de integração e orientação/supervisão' é definido como um conjunto estruturado de atividades na escola para apoiar os docentes no exercício da docência, por exemplo no trabalho entre pares com novos docentes, no trabalho de	Stem of the question changed: In your first regular employment as a teacher, did/do you take part in any integration and guidance/supervision programme? Question instruction changed: An 'integration and guidance/supervision programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced

				orientação/supervisão com docentes mais experientes, etc. Por favor assinale uma opção em cada linha.	teachers, etc. Please mark one choice in each row.
TQ-19A-C	Portugal	TQ-19B	D	Eu participei/participo em atividades informais de integração e orientação/supervisão não integradas num programa de integração e orientação/supervisão	I took/take part in informal integration and guidance/supervision activities not part of an integration and guidance/supervision programme
TQ-19A-C	Singapore	TQ-19A-C	D	Stem of the question changed: In your first regular employment as a teacher in Singapore, did/do you take part in any induction programme?	Stem of the question changed: In your first regular employment as a teacher in Singapore, did/do you take part in any induction programme?
TQ-19A-C	Sweden	TQ-19A	D	I took/take part in an induction programm/induction period Jag genomgick/genomgår ett introduktionsprogram/en introduktionsperiod	I took/take part in an induction programme/induction period
TQ-19A-C	Sweden	TQ-19A-C	D	Stem of the question changed: In your first regular employment as a teacher, did/do you take part in any induction programme/ induction period? Question instruction changed: An 'induction programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, etc. An induction period involves a period of one year that newly examined teachers must pass according to chapter 2, 16 § Swedish School Law (2010:800). Please mark one choice in each row. Stem of the question changed: Deltog du i något introduktionsprogram/någon introduktionsperiod under din första anställning som lärare? Question instruction changed: Ett "introduktionsprogram" definieras som en serie strukturerade aktiviteter för att stödja din introduktion till läraryrket, till exempel samarbete med andra nya lärare, mentorskap från erfarna lärare, m.m. En "introduktionsperiod" avser den period som lärare måste genomgå enligt 2. Kap. 16 § skollagen (2010:800) för att kunna bli legitimerade.	Stem of the question changed: In your first regular employment as a teacher, did/do you take part in any induction programme/ induction period? Question instruction changed: An 'induction programme' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, etc. An induction period involves a period of one year that newly examined teachers must pass according to chapter 2, 16 § Swedish School Law (2010:800). Please mark one choice in each row.

				Kryssa för ett av alternativen på varje rad.	
TQ-19A-C	Sweden	TQ-19B	D	I took/take part in informal induction activities not part of an induction programme/induction period Jag deltog/deltar i informella introduktionsaktiviteter som inte ingår i ett introduktionsprogram/en introduktionsperiod	I took/take part in informal induction activities not part of an induction programme/induction period
TQ-20A-B	Alberta (Canada)	TQ-20A-B	D	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programmes who are practising as teachers at school. Please mark one choice in each row.	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programmes who are practising as teachers at school. Please mark one choice in each row.
TQ-20A-B	Denmark	TQ-20A-B	D	Question instruction changed: Dette spørgsmål vedrører mentorordninger gennemført af eller for lærere på din skole. Det omfatter ikke studerende i praktik/pædagogikum på skolen. Sæt venligst ét kryds i hver række.	Question instruction changed: This question concerns mentor programmes carried out by or for teachers at your school. It does not include students in practice/post university practice at this school. Please mark one choice in each row.
TQ-20A-B	France	TQ-20A-B	D	Question instruction changed: Cette question porte sur le tutorat par et pour des enseignants en poste dans votre établissement, et non sur l'encadrement d'étudiants en stage dans votre établissement se préparant à devenir de futurs enseignants. Cochez une seule case par ligne.	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students within the teacher education who are practising as teachers at school who are preparing to become future teachers. Please mark one choice in each row.
TQ-20A-B	Portugal	TQ-20A-B	D	Stem of the question changed: Está atualmente a participar em atividades de orientação/supervisão? Question instruction changed: Esta questão refere-se à orientação/supervisão de e para docentes dessa escola. Não abrange estudantes dos cursos superiores para o ensino ou em estágio na escola. Por favor assinale uma opção em cada linha.	Stem of the question changed: Are you currently involved in any guidance/supervision activities? Question instruction changed: This question refers to guidance/supervision by or for teachers at your school. It does not refer to students within the teacher education who are practising as teachers at school. Please mark one choice in each row.
TQ-20A-B	Singapore	TQ-20A-B	D	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to student teachers at school. Please mark one choice in each row.	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to student teachers at school. Please mark one choice in each row.
TQ-20A-B	Spain	TQ-20A-B	D	Question instruction changed:	Question instruction changed:

				<p>Aquesta pregunta fa referència a l'orientació realitzada o rebuda per altre professorat al vostre centre. No fa referència a estudiants de formació docent que estan fent pràctiques com a professors/es al centre. Marqueu una opció a cada fila.</p> <p>Question instruction changed: Esta pregunta se refiere a tutorías entre profesores del centro (tanto si las imparten como si las reciben). No se refiere a alumnos que estén estudiando para ser profesores y que estén haciendo prácticas en el centro. Marque una casilla en cada apartado.</p> <p>Question instruction changed: Galdera hau ikastetxeko irakasleen arteko tutoretzei buruzkoa da (beraiek eskaintzen dituztenak zein jasotzen dituztenak). Ez da irakasle izateko ikasketak egiten ari diren eta ikastetxean praktikak egiten ari diren ikasleei buruzkoa. Hautatu aukeratariko bat ilara bakoitzean.</p> <p>Question instruction changed: Esta pregunta refírese a tutorías entre profesores do centro (tanto se as imparten como se as reciben). Non se refire a estudantes que estean estudando para ser profesores e que estean facendo prácticas no centro. Marque unha opción en cada fila.</p> <p>Question instruction changed: Esta pregunta es referix a tutories entre professors del centre (tant si les impartixen com si les reben). No es referix a alumnes que estiguen estudiant per a ser professors i que estiguen fent pràctiques en el centre. Marque una casella en cada apartat.</p>	<p>This question refers to mentoring among teachers both when they give and receive it. It does not refer to students within the teacher education who are practising as teachers at school. Please mark one choice in each row.</p>
TQ-20A-B	England (United Kingdom)	TQ-20A-B	D	<p>Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programmes who are practising as teachers at school.</p>	<p>Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programmes who are practising as teachers at school.</p>

				Please mark one choice in each row.	Please mark one choice in each row.
TQ-20A-B	United States	TQ-20A-B	D	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programs who are student teachers practicing at your school. Please mark one choice in each row.	Question instruction changed: This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programmes who are student teachers practicing at your school. Please mark one choice in each row.
TQ-21A-I	Flanders (Belgium)	TQ-21F	D	Programma dat leidt naar een diploma of certificaat	Programme leading to a diploma or certificate
TQ-21A-I	Flanders (Belgium)	TQ-21H	D	Onderzoek, zelf of in groepsverband opgezet, rond een onderwerp waarin u professioneel geïnteresseerd bent	Research, set up individually or collaboratively, on a topic of interest to you professionally
TQ-21A-I	Alberta (Canada)	TQ-21E	D	In-service courses taking place at business premises, public organizations, non-governmental organizations	In-service courses taking place at business premises, public organisations, non-governmental organisations
TQ-21A-I	Denmark	TQ-21D	D	Virksomhedsbesøg, besøg hos offentlige og private interesseorganisationer	Business visits, visit at public or private NGO's
TQ-21A-I	Denmark	TQ-21F	D	Efteruddannelse inden for det ordinære efter- og videreuddannelsessystem (fx diplom- eller masteruddannelse)	Post education training within the normal system for supplementary and further education (e.g. diploma or master education)
TQ-21A-I	Italy	TQ-21F	D	Programma di qualificazione (per esempio programma o corsi per acquisire una laurea, master o specializzazione/abilitazione)	Qualification programme (e.g. programme or course in order to attain a master's degree, a first/second level graduate diploma, a specialisation degree, further teacher training programme)
TQ-21A-I	Portugal	TQ-21C	D	Visitas de estudo a outras escolas	Study visits to other schools
TQ-21A-I	Portugal	TQ-21I	D	Orientação/supervisão e/ou observação por pares e acompanhamento, integrado num programa organizado pela escola	Guidance/supervision and/or peer observation and coaching, as part of a formal school arrangement
TQ-21A-I	United States	TQ-21F	D	Degree program	Degree programme
TQ-22A-N	Flanders (Belgium)	TQ-22L-M	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-22A-N	Flanders (Belgium)	TQ-22M	D	Nieuwe technologieën op de toekomstige werkplek van leerlingen	New technologies in future workplaces of students
TQ-22A-N	Bulgaria	TQ-22I	D	Преподаване на ученици със специални образователни	Teaching students with special needs

				потребности	
TQ-22A-N	Bulgaria	TQ-22L	D	Подходи за развитие на компетенции, приложими в различни сфери в бъдеще (за обучението или работата)	Approaches to developing competencies, applicable in different fields in the future (for studies or work)
TQ-22A-N	Denmark	TQ-22A-N	D	Question instruction changed: Sæt venligst kryds ved enten 'Ja' eller 'Nej' ud for hver enkelt svarmulighed i afsnit (A). Hvis du svarer 'Ja' til nogle af spørgsmålene i afsnit (A), bedes du anslå, hvor stor betydning indholdet af aktiviteten har haft på din professionelle udvikling (B).	Question instruction changed: Please tick off either 'Yes' or 'No' outside each answer possibility. If you answer 'Yes' to some of the questions you are asked to estimate how great an impact the content of the activity has had on your professional development (B).
TQ-22A-N	Denmark	TQ-22C	D	Kendskab til læseplaner/læreplaner	Knowledge of curriculum guidelines and teaching plans
TQ-22A-N	Denmark	TQ-22J	D	Undervisning af elever med forskellig kulturel eller sproglig baggrund	Teaching students from different cultural and linguistic backgrounds
TQ-22A-N	Netherlands	TQ-22J	D	Nationally defined dimensions: 1 = Lesgeven in een multiculturele omgeving 2 = Lesgeven in een meertalige omgeving	National dimensions recoded for international comparability: 1 = Teaching in a multicultural setting / Teaching in a multilingual setting
TQ-22A-N	Serbia	TQ-22I	D	Podučavanje učenici sa smetnjama u razvoju i invaliditetom	Teaching students with difficulties in development and disabilities
TQ-22A-N	Sweden	TQ-22E	D	IKT (informations- och kommunikationsteknologi) som verktyg i undervisningen	ICT (information and communication technology) as a teaching tool
TQ-22A-N	United States	TQ-22A-N	D	Question instruction changed: For each specified alternative please indicate 'Yes' or 'No' in part (A). If 'Yes' in part (A), please estimate the positive impact in part (B).	Question instruction changed: For each specified alternative please indicate 'Yes' or 'No' in part (A). If 'Yes' in part (A), please estimate the positive impact in part (B).
TQ-23	Denmark	TQ-23	D	Stem of the question changed: Hvor stor en andel har du i gennemsnit selv betalt i forbindelse med de faglige kompetenceudviklingsaktiviteter, du har deltaget i inden for de seneste 12 måneder? Question instruction changed: Her tænkes fx på kursusafgifter, transport, overnatning og vikardækning. Sæt ét kryds.	Stem of the question changed: How big a share have you paid in average in connection with professional development activities you have participated in during the last 12 months? Question instruction changed: Here is thought about e.g. course fees, transportation, lodging and payment to substitute teacher. Please mark one choice.
TQ-24A-C	Denmark	TQ-24A-C	D	Stem of the question changed: Har du modtaget en eller flere af nedenstående former for kompensation i forbindelse med de faglige kompetenceudviklingsaktiviteter, du har deltaget i inden for de	Stem of the question changed: Have you received one or more of the following forms of compensation in connection with the professional development

				seneste 12 måneder?	activities you have taken part in during the last 12 months?
TQ-24A-C	Denmark	TQ-24C	D	Jeg modtog anden, ikke-økonomisk kompensation for aktiviteter uden for arbejdstiden (fx afspadsering, studieorlov)	I received non-monetary support for activities outside working hours (e.g. compensatory time off, study leave)
TQ-24A-C	Italy	TQ-24C	D	Ho potuto usufruire di forme non economiche di agevolazione per partecipare ad una o più attività di sviluppo professionale (150 ore, fruizione di cinque giorni nel corso dell'a.s. per partecipare a iniziative di formazione, congedo per studio, ecc.)	I received non-monetary support for professional development activities (the "150 hours" scheme, access to five days of PD leave from teaching during the school year, study leave, etc.)
TQ-24A-C	England (United Kingdom)	TQ-24A	D	I received scheduled time off for activities that took place during regular working hours at this school	I received scheduled time off for activities that took place during regular working hours at this school
TQ-25A-D	Flanders (Belgium)	TQ-25A	D	Een groep collega's van mijn school of van andere scholen	A group of colleagues from my school or other schools
TQ-25A-D	Denmark	TQ-25A-D	D	Nationally defined categories: 1 = Slet ikke 2 = Ja, i nogle aktiviteter 3 = Ja, i de fleste aktiviteter 4 = Ja, i alle aktiviteter	Nationally defined categories: 1 = Not at all 2 = Yes, in some activities 3 = Yes, in most activities 4 = Yes, in all activities
TQ-25A-D	Denmark	TQ-25C	D	"Collaborative learning" (samtaler/samarbejde i grupper) eller undersøgelser/forskning sammen med andre lærere	Collaborative learning activities or research with other teachers (dialogue/cooperation in groups)
TQ-26A-N	Flanders (Belgium)	TQ-26L-M	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-26A-N	Flanders (Belgium)	TQ-26M	D	Nieuwe technologieën op de toekomstige werkplek van leerlingen	New technologies in future workplaces of students
TQ-26A-N	Bulgaria	TQ-26I	D	Преподаване на ученици със специални образователни потребности	Teaching students with special needs
TQ-26A-N	Bulgaria	TQ-26L	D	Подходи за развитие на компетенции, приложими в различни сфери в бъдеще (за обучението или работата)	Approaches to developing competencies, applicable in different fields in the future (for studies or work)
TQ-26A-N	Denmark	TQ-26A-N	D	Nationally defined categories: 1 = Intet aktuelt behov 2 = I mindre grad 3 = I nogen grad 4 = I høj grad	Nationally defined categories: 1 = No need at present 2 = To a lesser degree 3 = To some degree 4 = To a high degree
TQ-26A-N	Denmark	TQ-26C	D	Kendskab til læseplaner/læreplaner	Knowledge of curriculum guidelines and teaching plans

TQ-26A-N	Denmark	TQ-26E	D	Anvendelse af it som pædagogisk redskab i undervisningen	Use of IT as a pedagogical tool in teaching
TQ-26A-N	Denmark	TQ-26N	D	Studie- og erhvervsvejledning	Student and careers guidance
TQ-26A-N	Netherlands	TQ-26J	D	Nationally defined dimensions: 1 = Lesgeven in een multiculturele omgeving 2 = Lesgeven in een meertalige omgeving	National dimensions recoded for international comparability: 1 = Teaching in a multicultural setting / Teaching in a multilingual setting
TQ-26A-N	Serbia	TQ-26I	D	Podučavanje učenici sa smetnjama u razvoju i invaliditetom	Teaching students with difficulties in development and disabilities
TQ-26A-N	Sweden	TQ-26E	D	ICT (information and communication technology) as a teaching tool IKT (informations- och kommunikationsteknologi) som verktyg i undervisningen	ICT (information and communication technology) as a teaching tool
TQ-27A-G	Bulgaria	TQ-27B	D	Обучението е прекалено скъпо	Professional development is too expensive
TQ-27A-G	Denmark	TQ-27A-G	D	Stem of the question changed: I hvilken grad er du enig eller uenig i, at nedenstående kunne være en hindring for din fortsatte udvikling som lærer?	Stem of the question changed: To what extent do you agree or disagree that the following could be a hindrance to your continued development as a teacher?
TQ-27A-G	Singapore	TQ-27C	D	There is a lack of employer/school management support	There is a lack of employer/school management support
TQ-27A-G	Sweden	TQ-27A	D	I do not have the formal competence (e.g. qualifications, experience, seniority) Jag har ingen formell behörighet (t.ex. kvalifikationer, erfarenhet, tjänsteår)	I do not have the formal competence (e.g. qualifications, experience, seniority)
TQ-27A-G	Sweden	TQ-27A-G	D	Stem of the question changed: I vilken utsträckning håller du med om att följande utgör hinder för din kompetensutveckling inom yrket?	Stem of the question changed: How strongly do you agree that the following present barriers to your participation in professional development?
TQ-28A-F	Australia	TQ-28	D	Question instruction changed: 'External individuals or bodies' as used below refer to, for example, inspectors or other persons from outside the school. Please mark as many choices as appropriate in each row.	Question instruction changed: 'External individuals or bodies' as used below refer to, for example, inspectors or other persons from outside the school. Please mark as many choices as appropriate in each row.
TQ-28A-F	Flanders (Belgium)	TQ-28A-F	D	Question instruction changed: 'Externe personen of instanties' verwijst naar bijvoorbeeld inspecteurs, vertegenwoordigers van steden of gemeenten,	Question instruction changed: 'External individuals or bodies' refer to, for example, inspectors, municipality representatives, pedagogical

				pedagogisch begeleiders of andere personen van buiten de school. Gelieve in iedere rij alle opties aan te duiden die van toepassing zijn.	counsellors or other persons from outside the school. Please mark as many choices as appropriate in each row.
TQ-28A-F	Flanders (Belgium)	TQ-28E	D	Feedback volgend op uw zelfevaluatie van uw werk (bv. op basis van een portfolio)	Feedback following your self-assessment of your work (e.g. on the basis of a portfolio)
TQ-28A-F	Bulgaria	TQ-28A-F	D	Nationally defined categories: 1 = Външни лица или органи 2 = Директорът 3 = Педагогически съвет 4 = Учители–методисти/ наставници 5 = Други учители 6 = Никога не съм получавал(а) такава обратна информация в това училище	Nationally defined categories: 1 = External individuals or bodies 2 = School principal 3 = Pedagogical council 4 = Assigned mentors 5 = Other teachers 6 = I have never received this feedback in this school
TQ-28A-F	Croatia	TQ-28C	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-28A-F	Denmark	TQ-28A-F	D	Question instruction changed: Med 'eksterne personer eller myndigheder' menes fx censorer, repræsentanter fra forvaltningen, fagkonsulenter eller andre samarbejdspartner uden for skolen. Sæt gerne flere kryds i hver række. Nationally defined dimensions: 1 = Eksterne personer eller myndig-heder 2 = Skoleleder/leder 3 = Andre medlemmer af skolens ledergruppe 4 = Udpegede mentorer 5 = Andre lærere (ikke en del af leder-gruppen) 6 = Jeg har aldrig modtaget denne form for feedback på skolen	Question instruction changed: 'External individuals or authorities' means e.g. external examiners, representatives from the municipal authorities, educational advisers or other collaborators from outside school. You are welcome to place more marks in one row. Nationally defined dimensions: 1 = External individuals or bodies 2 = School principal 3 = Other members of the school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = I have never received this feedback in this school
TQ-28A-F	Japan	TQ-28A-F	D	Question instruction changed: 'Gaibunokozin mataha kikan' toha, tatoeba, monbukagakusyouno kankeisya, zittaitakankeisya, sonotano gakkougainomonowo sasimasu. (1)~(6) no sorezorenituite, atehamarumono subeteni wo tuketekudasai.	Question instruction changed: 'External individuals or bodies' as used below refer to, for example, personnel from the Ministry, municipality representatives, or other persons from outside the school. Please mark as many choices as appropriate in (1)-(6).
TQ-28A-F	Serbia	TQ-28A-F	D	Nationally defined categories: 1 = Pojedinci ili tela izvan škole 2 = Direktor/ka škole	National categories recoded for international comparability: 1 = External individuals or bodies 2 = School principal

				3 = Član/ovi tima za upravljanje školom 4 = Dode-ljeni mentori 5 = Drugi nastavnici/ce (ne iz tima za upravljanje školom) 6 = Psiholog/ pedagog škole 7 = U ovoj školi nisam nikada dobio/la ovu povratnu informaciju	3 = Member(s) of school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = Psychologist/Pedagogue in the school / I have never received this feedback in this school
TQ-28A-F	Singapore	TQ-28A-F	D	<p>Question instruction changed: ‘External individuals or bodies’ as used below refer to, for example, cluster superintendents, or other persons from outside the school. Please mark as many choices as appropriate in each row.</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal/vice-principal 3 = Other member(s) of school management team 4 = Assigned mentors (not a part of the management team) 5 = Other teachers (not a part of the management team and not assigned mentors) 6 = I have never received this feedback in this school</p>	<p>Question instruction changed: ‘External individuals or bodies’ as used below refer to, for example, cluster superintendents, or other persons from outside the school. Please mark as many choices as appropriate in each row.</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal/vice-principal 3 = Other member(s) of school management team 4 = Assigned mentors (not a part of the management team) 5 = Other teachers (not a part of the management team and not assigned mentors) 6 = I have never received this feedback in this school</p>
TQ-28A-F	Singapore	TQ-28E	D	Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment, work review)	Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment, work review)
TQ-28A-F	England (United Kingdom)	TQ-28A-F	D	<p>Nationally defined categories: 1 = External individuals or bodies 2 = Headteacher 3 = Member(s) of school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = I have never received this feedback in this school</p>	<p>Nationally defined categories: 1 = External individuals or bodies 2 = Headteacher 3 = Member(s) of school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = I have never received this feedback in this school</p>
TQ-28A-F	England (United Kingdom)	TQ-28D	D	Feedback following a review of your students’ test scores	Feedback following a review of your students’ test scores
TQ-28A-F	United States	TQ-28A-F	D	<p>Question instruction changed: ‘External individuals or bodies’ as used below refer to, for example, inspectors, local or state education authorities, or other persons from outside the school. Please mark as many choices as appropriate in each row.</p>	<p>Question instruction changed: ‘External individuals or bodies’ as used below refer to, for example, inspectors, local or state education authorities, or other persons from outside the school. Please mark as many choices as appropriate in each row.</p>

				Nationally defined categories: 1 = External individuals or bodies 2 = School principal 3 = Member(s) of school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = I have never received this type of feedback in this school	Nationally defined categories: 1 = External individuals or bodies 2 = School principal 3 = Member(s) of school management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = I have never received this type of feedback in this school
TQ-29A-K	Denmark	TQ-29A	D	Elevernes testresultater og prøve-/eksamenskarakterer	The students' test results and examination grades
TQ-29A-K	Denmark	TQ-29D	D	Min praksis for elevevaluering	My evaluation practice
TQ-29A-K	Denmark	TQ-29K	D	Mit samarbejde med andre lærere	My collaboration with other teachers
TQ-29A-K	Netherlands	TQ-29G	D	Nationally defined dimensions: 1 = Lesgeven in een multiculturele omgeving 2 = Lesgeven in een meertalige omgeving	National dimensions recoded for international comparability: 1 = Teaching in a multicultural setting / Teaching in a multilingual setting
TQ-29A-K	Serbia	TQ-29F	D	Podučavanje učenika sa smetnjama u razvoju i invaliditetom	Your teaching of students with difficulties in development and disabilities
TQ-29A-K	United States	TQ-29F	D	Your teaching of students with special needs (see Question 9 for the definition)	Your teaching of students with special needs (see Question 9 for the definition)
TQ-30A-N	Bulgaria	TQ-30L	D	Начините, по който използвате оценяването на учениците Ви за подобряване на техните познания и умения	The ways you use your students assessments to improve their knowledge and skills
TQ-30A-N	Bulgaria	TQ-30N	D	Професионалната Ви мотивация	Your professional motivation
TQ-30A-N	Denmark	TQ-30A	D	Din skoleleders/leders og/eller dine kollegers anerkendelse af dig	Your principal's/school leader's and/or your colleagues' recognition of you
TQ-30A-N	Denmark	TQ-30B	D	Din rolle i forhold til skoleudviklingsinitiativer (fx udvikling af målsætninger og årsplaner)	Your role in school development initiatives (e.g. development of objectives and annual teaching plans)
TQ-30A-N	Denmark	TQ-30D	D	I hvilken grad du deltager i faglig udvikling	Extent to which you participate in professional development
TQ-30A-N	Denmark	TQ-30F	D	Din opfattelse af dig selv som professionel lærer	Your view of yourself as a professional teacher
TQ-30A-N	Italy	TQ-30C,E,G	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-30A-N	Netherlands	TQ-30H	D	Uw klassenmanagement (bijv. ordehandhaving, planning, keuze van werkvormen)	Your classroom management practices (for example keeping discipline, planning, choosing forms of work)
TQ-30A-N	Serbia	TQ-30K	D	Vaše nastavne metode u radu sa učenicima sa smetnjama u razvoju i invaliditetom	Your methods for teaching of students with difficulties in development and disabilities

TQ-30A-N	United States	TQ-30K	D	Your methods for teaching students with special needs (see Question 9 for the definition)	Your methods for teaching students with special needs (see Question 9 for the definition)
TQ-31A-H	Flanders (Belgium)	TQ-31A-H	D	Question instruction changed: 'Beoordeling' wordt hier gedefinieerd als de evaluatie van het werk van leraren. Deze beoordeling kan verschillende vormen aannemen; van een eerder formele aanpak (bv. als onderdeel van een formeel systeem om prestaties in kaart te brengen, met vastgestelde procedures en criteria, zoals bv. de evaluatie en/of het functioneringsgesprek) tot een meer informele aanpak (bv. door middel van informele gesprekken). Gelieve in elke rij één keuze aan te duiden. Indien een stelling niet van toepassing is in uw context, gelieve deze dan over te slaan.	Question instruction changed: Here, 'appraisal' is defined as review of teachers' work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria such as e.g. the evaluation and/or performance interview) to a more informal approach (e.g. through informal discussions). Please mark one choice in each row. When a statement does not apply in your context, please omit the item.
TQ-31A-H	Bulgaria	TQ-31A-H	D	Stem of the question changed: Интересуваме се от оценяването на учителите и/или обратната информация в това училище като цяло. Доколко сте съгласен/съгласна или несъгласен/несъгласна с всяко от следните твърдения?	Stem of the question changed: We would now like to ask you about teacher appraisal and feedback in this school more generally. How strongly do you agree or disagree with the following statements?
TQ-31A-H	Bulgaria	TQ-31E	D	Обратна информация, предоставена на учителите, оценява всички аспекти на тяхното преподаване	Feedback provided to teachers assess all aspects of their teaching
TQ-31A-H	Croatia	TQ-31F	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-31A-H	Denmark	TQ-31A-H	D	Question instruction changed: Evaluering' defineres i denne sammenhæng som en vurdering af lærerens arbejde. Denne evaluering kan foregå på forskellige måder: Fra en mere formel tilgang (fx som en del af et resultatbaseret styringssystem, der omfatter bestemte procedurer og kriterier) til en mere uformel tilgang (fx i form af uformelle drøftelser). Bemærk, at spørgsmålet forventes at belyse kulturelle forskelle mellem landene. 'Meget uenig' betyder, at udsagnet ikke passer på din skole. Spring venligst udsagnet over, hvis du mener, at det ikke relevant på din skole. Sæt ét kryds i hver relevant række.	Question instruction changed: Evaluation in this context is defined as a review of the teacher's work. This evaluation can be made in different ways: From a more formal approach (e.g. as part of a results based managing system including certain procedures and criteria) to a more informal approach (e.g. in the form of informal discussions). Please note that this question is expected to enlight cultural differences between the countries. 'Strongly disagree' means that the statement does not fit your school. Please skip the statement if you believe it is not relevant for/at your school. Please mark one choice in each relevant row.
TQ-31A-H	Italy	TQ-31E-F	X	Dimension not administered or data not available	Dimension not administered or data not available
TQ-31A-H	Japan	TQ-31A-H	D	Question instruction changed: Konositumondeha, kyounnosigotowo	Question instruction changed: Here, 'appraisal' is defined as review of teachers' work. This

				<p>sinsasurukotowo(hyouka)to teigisimasu. Konohyoukaha, kousikinasuyhou (tatoeba, syoteino tetudukiya kizyunnimotozuku seikinogyousekikannrisisutemunoitibutosite okonawarerubaa) kara hikousikinasuyhou (tatoeba, hikousikina hanasiai) made samazamanahouhoude zissisarerubaaiga arimasu. Atatano gakkoude hyoukaya sosikinaididou (mentaringu) ga okonawareteinaibaaaha, sonokanrenkoumokuha kaitouhuyoudesu. (1)~(8) no sorezorenituite, atehamarumononi hitotuowo tuketekudasai.</p>	<p>appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal approach (e.g. through informal discussions). If there are no appraisals or mentoring conducted in your school, you do not have to answer the related items. Please circle one choice in each (1)-(8).</p>
TQ-31A-H	Portugal	TQ-31A-H	D	<p>Question instruction changed: Neste inquérito, a expressão ‘apreciação do desempenho’ refere-se à análise do trabalho dos docentes. Esta apreciação pode ser conduzida através de uma abordagem mais formal (por ex. como parte de um sistema formal de avaliação, envolvendo procedimentos e critérios definidos) ou de uma abordagem informal (por ex. através de conversas informais). Por favor omita qualquer afirmação que não se aplique neste contexto.</p>	<p>Question instruction changed: In this survey, ‘appraisal’ is defined as analysis of teachers’ work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal approach (e.g. through informal discussions). When a statement does not apply in your context, please omit the item. Please mark one choice in each row.</p>
TQ-31A-H	Spain	TQ-31A-H	D	<p>*Catalan Question instruction changed: Aquí, "avaluació" es refereix a la revisió de la feina del professorat. Aquesta avaluació es pot portar a terme tant des d'un enfocament més aviat formal (p. ex., com a part d'un sistema formal de gestió del rendiment, que inclou procediments i criteris establerts) com des d'un enfocament més informal (p. ex., mitjançant converses informals). Si una frase no és aplicable al vostre context, salteu-vos l'ítem. Si la frase és aplicable al vostre context, marqueu una opció a cada fila.</p> <p>*Spanish Question instruction changed: En esta sección, “evaluación” se define como una revisión del trabajo de los profesores. Esta evaluación puede llevarse a cabo de varias maneras, desde un enfoque más formal (p. ej., como parte de un sistema formal de gestión del rendimiento</p>	<p>Question instruction changed: Here, ‘appraisal’ is defined as review of teachers’ work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal approach (e.g. through informal discussions). When a statement does not apply in your context, please omit the item. When a statement applies in your context, please mark one choice in those rows.</p>

				<p>que incluya unos procedimientos y criterios establecidos) hasta un enfoque más informal (p. ej., a través de conversaciones informales).</p> <p>Cuando alguna de las afirmaciones no sea aplicable en su caso, omítala.</p> <p>Cuando las afirmaciones sean aplicables en su caso, marque una casilla en esos apartados.</p> <p> </p> <p>*Basque Question instruction changed: Azterlan honetan, "ebaluazioa" irakasleen lanaren berrikusketa izango da. Ebaluazio hori modu anitzetan burutu daiteke, ikuspegi formal batetik (adib. errendimenduaren kudeaketarako sistema formal baten zati gisa, prozedura eta irizpideak ezartzen direnean) ikuspegi informal bateraino (adib. irakaslearekin egindako elkarriketa informalaren bitartez).</p> <p>Baieztapenen bat ez denean aplikagarria zure kasuan, aipatu gabe utzi.</p> <p> </p> <p>*Valencian Question instruction changed: En esta secció, “avaluació” es definix com una revisió del treball dels professors. Esta avaluació pot dur-se a terme de diverses maneres, des d'un enfocament més formal (p. ex., com a part d'un sistema formal de gestió del rendiment que incloga uns procediments i criteris establits) fins a un enfocament més informal (p. ex., a través de converses informals).</p> <p>Quan alguna de les afirmacions no siga aplicable en el seu cas, ometa-la.</p> <p>Quan les afirmacions siguen aplicables en el seu cas, marque una casella en cada apartat.</p>	
TQ-32A-D	Flanders (Belgium)	TQ-32A	D	Mijn rol als leraar is leerlingen vooruit te helpen in hun eigen exploratie	My role as a teacher is to help students on with their own exploration
TQ-32A-D	Bulgaria	TQ-32A	D	Ролята ми като учител е да подпомагам учениците да развиват интересите си	My role as a teacher is to facilitate students to evolve/advance in their own interests

TQ-32A-D	Denmark	TQ-32A	D	Det er min opgave som lærer at få eleverne til at stille spørgsmål	It is my job as a teacher to make the students ask questions
TQ-32A-D	Denmark	TQ-32A-D	D	Stem of the question changed: Nedenfor skal du give udtryk for din personlige mening om undervisning og læring. Du bedes angive, hvor enig eller uenig du er i hvert af følgende udsagn.	Stem of the question changed: Below we ask you to express your personal opinion on teaching and learning. Please indicate how strongly you agree or disagree with each of the following statements.
TQ-32A-D	Denmark	TQ-32D	D	Overvejelser og ræsonnementer er vigtigere end specifikke læseplaner/læreplaner	Considerations and reasonings are more important than specific curriculum guidelines and teaching plans
TQ-33A-H	Flanders (Belgium)	TQ-33E	D	Deelnemen aan besprekingen over de leervordering van specifieke leerlingen	Engage in discussions about the learning progress of specific students
TQ-33A-H	Bulgaria	TQ-33A-H	D	Stem of the question changed: Колко често извършвате някоя от следните дейности в това училище?	Stem of the question changed: How often do you do the following in this school?
TQ-33A-H	Denmark	TQ-33A	D	Gennemfører konkret undervisning med én eller flere kolleger (fx tolærerordning, holddannelse)	Conduct teaching together with one or more colleagues (e.g. two teacher arrangement, student teams)
TQ-33A-H	Japan	TQ-33G	D	Bunshyou	Divided duties with colleagues
TQ-33A-H	England (United Kingdom)	TQ-33A-H	D	Stem of the question changed: On average how often do you participate in the following activities in this school?	Stem of the question changed: On average how often do you participate in the following activities in this school?
TQ-33A-H	United States	TQ-33F	D	Work with other teachers in my school to ensure the use of common standards in evaluations assessing student progress	Work with other teachers in my school to ensure the use of common standards in evaluations assessing student progress
TQ-34A-L	Denmark	TQ-34A	D	Give eleverne tro på, at de kan opnå gode resultater med deres skolearbejde	Giving the students confidence that they can obtain good results through their work
TQ-34A-L	Denmark	TQ-34D	D	Opretholde ro i klassen	Maintain order in class
TQ-35A-F	Flanders (Belgium)	TQ-35A	D	Leerlingen van wie de moedertaal niet (een dialect van) het Nederlands is	Students whose mother tongue is different from (a dialect of) Dutch
TQ-35A-F	Flanders (Belgium)	TQ-35F	D	Hoogbegaafde leerlingen	Highly gifted students
TQ-35A-F	Bulgaria	TQ-35A	D	майчин език	Mother tongue
TQ-35A-F	Bulgaria	TQ-35A-F	D	Question instruction changed: За социално слаби семейства се определят тези, на които липсват стоки от първа необходимост или основни	Question instruction changed: Socioeconomically disadvantaged homes are those which miss basic necessities or prerequisites for normal living, like

				<p>предпоставки за нормален живот като жилище, храна или медицински грижи. Отговорете според личната Ви преценка. Отговорите Ви могат да бъдат приблизителни. Отбележете само едно квадратче на всеки ред.</p> <p>Nationally defined categories: 1 = 0% 2 = 1% - 10% 3 = 11% - 30% 4 = 31% - 60% 5 = Над 60%</p>	<p>housing and nutrition or medical care. Please reply according to your personal perception. Students may fall into multiple categories. Please mark one choice in each row.</p> <p>Nationally defined categories: 1 = 0% 2 = 1% to 10% 3 = 11% to 30% 4 = 31% to 60% 5 = More than 60%</p>
TQ-35A-F	Alberta (Canada)	TQ-35A	D	Mother tongue	Mother tongue
TQ-35A-F	Alberta (Canada)	TQ-35A-F	D	<p>Question instruction changed: 'Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories. Please mark one choice in each row.</p>	<p>Question instruction changed: 'Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories. Please mark one choice in each row.</p>
TQ-35A-F	Chile	TQ-35A	D	Lengua madre	Mother tongue
TQ-35A-F	Croatia	TQ-35A	D	Materinski jezik	Mother tongue
TQ-35A-F	Croatia	TQ-35A-F	D	Izraz "obitelji lošijeg socioekonomskog statusa" odnosi se na one obitelji koje nemaju osnovne životne uvjete poput primjerenog smještaja, prehrane ili zdravstvene skrbi.	The term "socioeconomically disadvantaged homes" refers to homes lacking the basic life necessities, such as adequate accommodation, nutrition or medical care.
TQ-35A-F	Czech Republic	TQ-35A	D	Mateřský jazyk	Mother tongue
TQ-35A-F	Czech Republic	TQ-35A-F	D	<p>Sociálně a ekonomicky znevýhodňujícím prostředím jsou zde myšleny domácnosti, jejichž členům schází základní životní potřeby nebo vymoženosti, jako je odpovídající bydlení, výživa či zdravotní péče. V této otázce se ptáme na Vaše osobní posouzení situace žáků. V odpovědích stačí uvést hrubý odhad.</p>	<p>Socioeconomically disadvantaging environment refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.</p>

TQ-35A-F	Czech Republic	TQ-35E	D	Žáci ze sociálně a ekonomicky znevýhodňujícího prostředí	Students from socioeconomically disadvantaging environment
TQ-35A-F	Czech Republic	TQ-35F	D	Mimořádně nadaní žáci Exceptionally gifted students	Exceptionally gifted pupils Exceptionally gifted students
TQ-35A-F	Denmark	TQ-35A	D	Elever, der taler et andet sprog end dansk i hjemmet (dvs. undervisningssproget dansk er elevens andetsprog)	Students who speak another language at home (meaning the language of instruction, Danish, is the student's second language)
TQ-35A-F	Denmark	TQ-35A-F	D	‘Socioøkonomisk udsatte hjem’ betegner hjem, der ikke kan tilbyde de mest basale fornødenheder såsom ordentlige boligforhold, fornuftig ernæring eller hjem, hvor børnene er omsorgssvigtede.	Socioeconomically disadvantaged homes’ refers to homes lacking the most basic necessities or advantages of life, such as adequate housing, adequate nutrition or homes where the children are victims of care failure.
TQ-35A-F	Finland	TQ-35A	D	Oppilaat, joiden äidinkieli on eri kuin tämän koulun opetuskieli Elever som har ett annat modersmål än undervisningsspråket på denna skola	Students whose mother tongue is different from the instruction language(s) of this school
TQ-35A-F	France	TQ-35A	D	Pourcentage d’élèves dont la langue maternelle n’est pas le français	Students whose first language is not French language
TQ-35A-F	France	TQ-35A-F	D	Question instruction changed: Cette question porte sur votre perception personnelle du profil de vos élèves. Vous pouvez indiquer des pourcentages approximatifs. Des élèves peuvent appartenir à plusieurs catégories. Cochez une seule case par ligne.	Question instruction changed: This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories. Please mark one choice in each row.
TQ-35A-F	Iceland	TQ-35A	D	Móðurmál	Mother tongue
TQ-35A-F	Iceland	TQ-35A-F	D	Nemendur frá efnahagslega- eða félagslega illa stöddum heimilum vísar til heimila sem skortir helstu nauðsynjar eða grunnaðstöðu, svo sem viðunandi húsnæði, mat eða lækniþjónsutu	Socioeconomically disadvantaged home' refers to homes that are deficient in needs and basic accommodation, such as acceptable housing, food, and medical service
TQ-35A-F	Israel	TQ-35A	D	تلاميذ لغتهم الأم ليست اللغة العربية	Students whose first language is different from Arabic Students whose first language is different from Hebrew

				תלמידים ששפת האם שלהם אינה עברית	
TQ-35A-F	Korea	TQ-35A	D	모국어	Native language
TQ-35A-F	Latvia	TQ-35A	D	Dzimtā valoda	Native language
TQ-35A-F	Latvia	TQ-35A-F	D	Sociālekonomiski nelabvēlīgas mājsaimniecības ir mājsaimniecības, kurām trūkst pamatnodrošinājuma, piemēram, mājokļa, uztura vai medicīniskās aprūpes	Socioeconomically disadvantaged households refer to households lacking the basic necessities such as adequate housing, nutrition or medical care
TQ-35A-F	Netherlands	TQ-35A	D	Moedertaal	Native tongue
TQ-35A-F	Netherlands	TQ-35A-F	D	De term 'sociaaleconomisch achtergestelde gezinnen' betreft gezinnen die hulp van buiten (zoals sociale voorzieningen van gemeente of van hulporganisaties) nodig hebben om te voorzien in de eerste levensbehoeften, zoals onderdak, voeding of gezondheidszorg.	Socioeconomically disadvantaged homes' refers to homes that need the support of the local authority or other supporting organisations to provide for the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.
TQ-35A-F	Norway	TQ-35A	D	Morsmål	Mother tongue
TQ-35A-F	Norway	TQ-35A-F	D	Ressurssvake hjem vil si de som mangler de grunnleggende nødvendigheter i livet slik som tilfredsstillende bolig, mat og ernæring, eller helsetilbud.	Socially deprived homes are those who lack the basic necessities of life, such as adequate housing, food and nutrition, or medical care.
TQ-35A-F	Poland	TQ-35A-F	D	Klasy, w której odbywa się ta określona lekcja Przez uczniów z biednych rodzin prosimy rozumieć uczniów wychowujących się w rodzinach, w których podstawowe potrzeby bytowo-konsumpcyjne nie są zaspokajane.	Class, in which this particular class takes place By students from socioeconomically disadvantaged families we mean students from families lacking the basic necessities or advantages of life.
TQ-35A-F	Portugal	TQ-35A	D	Língua materna	Mother tongue
TQ-35A-F	Portugal	TQ-35A-F	D	Famílias socioeconomicamente desfavorecidas' significa famílias com falta de recursos básicos ou benefícios sociais, tais como uma adequada habitação, nutrição ou cuidados de saúde	Socioeconomically disadvantaged families refers to families lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care
TQ-35A-F	Romania	TQ-35A	D	Limba maternă	Mother tongue
TQ-35A-F	Serbia	TQ-35A	D	Maternji jezik	Mother tongue
TQ-35A-F	Serbia	TQ-35C	D	Učenici sa smetnjama u razvoju i invaliditetom	Students with difficulties in development and disabilities
TQ-35A-F	Singapore	TQ-35A	D	Students whose home language is not English	Students whose home language is not English
TQ-35A-F	Spain	TQ-35A	D	Lengua materna	Mother tongue

				<p>Lengua materna</p> <p>Ama-hizkuntza</p> <p>Lengua materna</p> <p>Llengua materna</p>	
TQ-35A-F	Spain	TQ-35A-F	D	<p>El concepte "famílies econòmicament desfavorides" fa referència a les famílies que no tenen cobertes les necessitats bàsiques, com ara un habitatge digne, alimentació o assistència sanitària adequades</p> <p>El concepto "hogares desfavorecidos socioeconómicamente" hace referencia a aquellos que no tienen cubiertas las necesidades básicas tales como una vivienda digna, nutrición y cuidados médicos adecuados</p> <p>Sozioekonomikoki egoera ahulean dauden etxeak" kontzeptuak oinarritzko beharrak estalita ez dituztenak biltzen ditu: etxebizitza duina eta elikadura, edo zaintza mediko egokia, adibidez</p> <p>O concepto "fogares desfavorecidos socioeconomicamente" fai referencia a aqueles que non teñen cubertas as necesidades básicas tales como unha vivenda digna e nutrición ou coidados médicos axeitados</p> <p>El concepte "llars desfavorides socioeconòmicament" fa referència a aquells que no tenen cobertes les necessitats bàsiques, tals com un habitatge digne i nutrició o atenció mèdica adequades</p>	'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities of life, such as adequate housing, nutrition or medical care
TQ-35A-F	Sweden	TQ-35A	D	Students whose first language is different from Swedish	Students whose first language is different from Swedish

				Elever som har annat modersmål än svenska	
TQ-35A-F	Sweden	TQ-35A-F	D	<p>Stem of the question changed: We would like to understand the composition of the chosen teaching group. Please estimate the broad percentage of grade 7-9 students in this school who fit in the following descriptions.</p> <p>Question instruction changed: 'Socioeconomically vulnerable homes' refers to homes lacking the basic necessities, such as adequate housing, nutrition or medical care, and families eligible to, among others, social subsidies. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories. Please mark one choice in each row.</p> <p>Stem of the question changed: Vi vill veta lite mer om sammansättningen i den utvalda undervisningsgruppen. Gör en ungefärlig uppskattning av procentandelen elever som passar in på följande beskrivningar.</p> <p>Question instruction changed: Med socioekonomiskt utsatta hem menas här hem där man saknar grundläggande nödvändigheter, såsom lämpligt boende, kost eller sjukvård samt familjer som är berättigade till t.ex. socialbidrag. Den här frågan rör din personliga uppfattning om elevernas bakgrund. Det går bra att basera dina svar på grova uppskattningar. En del elever kan ingå i flera kategorier. Kryssa för ett av alternativen på varje rad.</p>	<p>Stem of the question changed: We would like to understand the composition of the chosen teaching group. Please estimate the broad percentage of grade 7-9 students in this school who fit in the following descriptions.</p> <p>Question instruction changed: 'Socioeconomically vulnerable homes' refers to homes lacking the basic necessities, such as adequate housing, nutrition or medical care, and families eligible to, among others, social subsidies. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories. Please mark one choice in each row.</p>
TQ-35A-F	Sweden	TQ-35C	D	<p>Students eligible to special support</p> <p>Elever berättigade till särskilt stöd</p>	Students eligible to special support
TQ-35A-F	Sweden	TQ-35E	D	Students from socioeconomically vulnerable homes	Students from socioeconomically vulnerable homes

				Elever från socioekonomiskt utsatta hem	
TQ-35A-F	England (United Kingdom)	TQ-35A	D	Students whose first language is not English	Students whose first language is not English
TQ-35A-F	England (United Kingdom)	TQ-35A-F	D	'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free School Meals	'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free School Meals
TQ-35A-F	England (United Kingdom)	TQ-35E	D	Students from socioeconomically disadvantaged homes (eligible for Free School Meals)	Students from socioeconomically disadvantaged homes (eligible for Free School Meals)
TQ-35A-F	United States	TQ-35A	D	Students whose first language is not English	Students whose first language is not English
TQ-35A-F	United States	TQ-35A-F	D	Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition, or medical care.	Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition, or medical care.
TQ-35A-F	United States	TQ-35C	D	Students with special needs (see Question 9 for the definition)	Students with special needs (see Question 9 for the definition)
TQ-36	Flanders (Belgium)	TQ-36	D	Stem of the question changed: Geef u in deze doelklas enkel of hoofdzakelijk les aan leerlingen met specifieke behoeften? Question instruction changed: Gelieve één keuze aan te duiden. Zie vraag 9 voor de definitie van 'specifieke behoeften'.	Stem of the question changed: Do you entirely or mainly teach special needs students in this target class? Question instruction changed: Please mark one choice. See Question 9 for the definition of 'special needs'.
TQ-36	Bulgaria	TQ-36	D	Gang punched to "No"	Gang punched to "No"
TQ-36	Czech Republic	TQ-36	D	Speciálními vzdělávacími potřebami	Special educational needs
TQ-36	Korea	TQ-36	D	각별한 주의	Special care or need
TQ-36	Norway	TQ-36	D	Stem of the question changed: Er undervisningen din i denne klassen helt eller i hovedsak knyttet til elever med særskilte opplæringsbehov?	Stem of the question changed: Is your work in this target class primarily or entirely directed to special needs students?
TQ-36	Serbia	TQ-36	D	Smetnje u razvoju i invaliditet	Students with difficulties in development and disabilities

TQ-36	Spain	TQ-36	D	<p>Necesitats educatives especials</p> <p>Necesidades educativas especiales</p> <p>Hezkuntza arloko behar bereziak</p> <p>Necesidades educativas especiais</p> <p>Necessitats educatives especials</p>	Special educational needs
TQ-36	Sweden	TQ-36	D	<p>Stem of the question changed: Består ditt arbete enbart eller i huvudsak av att ge särskilt stöd till elever i den utvalda undervisningsgruppen?</p>	<p>Stem of the question changed: Does your work entirely or mainly imply giving support to special needs students in the chosen teaching group?</p>
TQ-36	United States	TQ-36	D	<p>Question instruction added: See Question 9 for the definition of students with special needs</p>	<p>Question instruction added: See Question 9 for the definition of students with special needs</p>
TQ-37	Australia	TQ-37	D	<p>Nationally defined categories / Category instruction changed: 1 = Reading, writing and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology Includes orientation in technology, including construction/surveying, electronics, graphics and design, workshop technology/design technology 8 = Information and Communication Technology (ICT) and/or Computer Studies Includes information technology, computer studies, keyboard skills, word processing 9 = Arts 10 = Physical education 11 = Religion and/or ethics 12 = Practical and vocational skills 13 = Other</p>	<p>National categories recoded for international comparability / Category instruction changed: 1 = Reading, writing and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology (Includes orientation in technology, including construction/surveying, electronics, graphics and design, workshop technology/design technology) / Information and Communication Technology (ICT) and/or Computer Studies (Includes information technology, computer studies, keyboard skills, word processing) 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
TQ-37	Flanders	TQ-37	D	<p>Stem of the question changed:</p>	<p>Stem of the question changed:</p>

	(Belgium) - ISCED1			<p>In welke categorie van vakken valt de les die u op het geselecteerde moment in deze doelklas verzorgt?</p> <p>Nationally defined categories/Category instruction changed: 1 = Lezen, schrijven en spreken Omvat lezen en schrijven in het Nederlands of in het 'Nederlands als tweede taal' (voor anderstaligen), spelling, woordenschat, spreken, luisteren, taalbeschouwing 2 = Wiskunde Omvat rekenen, getallenleer, meten, meetkunde, hoofdrekenen 3 = Moderne vreemde talen Omvat talen die verschillend zijn van de instructietaal (bv. Frans, Engels, Duits,...) 4 = Muzische vorming Omvat beeld, beweging, drama, media en muziek 5 = Lichamelijke opvoeding Omvat turnen, zwemmen, balsporten, dansen 6 = Religie en/of zedenleer Omvat godsdienst en niet-confessionele zedenleer 7 = Wereldoriëntatie 8 = Andere</p>	<p>Into which subject category does the lesson that you give on that selected moment in this target class fall?</p> <p>National categories recoded for international comparability/Category instruction changed: 1 = Reading, writing, and speaking Includes reading and writing in Dutch or in Dutch as a second language (for non-natives), spelling, vocabulary, speaking, listening, language studies 2 = Mathematics Includes to figure, number theory, measure, geometry, mental arithmetic 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Modern foreign languages Includes languages different from the languages of instruction (e.g. French, English, German) 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Art education Includes sculpture, movement, drama, media and music 9 = Physical education Includes gymnastics, swimming, ball sports, dance 10 = Religion and/or ethics Includes religion and not-confessional ethics 11 = Category not administered or data not available 12 = Other</p>
TQ-37	Flanders (Belgium) - ISCED2	TQ-37	D	<p>Category instruction changed: 1 = Lezen, schrijven en literatuur Omvat lezen en schrijven (en literatuur) in het Nederlands of in het 'Nederlands als tweede taal' (voor anderstaligen), taalstudies, spreken in het openbaar, literatuur 2 = Wiskunde 3 = Wetenschappen Omvat wetenschappen, wetenschappelijk werk, fysica, scheikunde, biologie, milieuwetenschappen, landbouw/tuinbouw/bosbouwkunde 4 = Mens- en maatschappijvakken Omvat mens- en maatschappijvakken, maatschappelijke vorming, socio-economische initiatie, economie, omgevingsstudies, aardrijkskunde, geschiedenis,</p>	<p>Category instruction changed: 1 = Reading, writing and literature Includes reading and writing and literature in Dutch or in the tongue of the country (region) as a second language (for non-natives), language studies, public speaking, literature 2 = Mathematics 3 = Science Includes science, scientific work, physics, chemistry, biology, environmental science, agriculture/horticulture/forestry 4 = Social studies Includes social studies, societal education, socio-economic initiation, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</p>

				<p>geesteswetenschappen, recht, studies van het eigen land, sociale wetenschappen, ethiek, filosofie</p> <p>5 = Moderne vreemde talen</p> <p>Omvat talen die verschillen van de instructietaal (bv. Frans, Engels, Duits, ...)</p> <p>6 = Oud-Grieks en/of Latijn</p> <p>7 = Technologie</p> <p>Omvat technologische opvoeding, inleiding in de technologie, met inbegrip van informatietechnologie, ICT, bouw/bouwstudie, elektronica, grafische ontwikkelingen, toetsenbordvaardigheden, tekstverwerking, ontwerptechnologie</p> <p>8 = Kunst</p> <p>Omvat plastische opvoeding, kunst, muziek, visuele kunsten, praktische kunst, drama, muziekuitleiding, fotografie, tekenen, creatieve handvaardigheid, creatief naaldwerk</p> <p>9 = Lichamelijke opvoeding</p> <p>10 = Godsdienst en/of zedenleer</p> <p>11 = Praktische en beroepsvaardigheden</p> <p>Omvat beroepsvaardigheden (voorbereiding op een specifiek beroep), techniek, huishoudkunde, boekhouden, handel, loopbaanbegeleiding, kleding en textiel, hotel en voeding, polytechnische cursussen, secretariaatsstudies, toerisme en onthaal, ambachten</p> <p>12 = Andere</p>	<p>5 = Modern foreign languages</p> <p>Includes languages different from the language of instruction (e.g. French, English, German, ...)</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>Includes technological education, orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technology</p> <p>8 = Arts</p> <p>Includes plastic education, arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, hotel and food, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>12 = Other</p>
TQ-37	Brazil	TQ-37	D	<p>Stem of the question changed:</p> <p>Qual das seguintes áreas você leciona para essa turma específica?</p>	<p>Stem of the question changed:</p> <p>Which of the following subjects do you teach in target class?</p>
TQ-37	Bulgaria	TQ-37	D	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Български език и литература</p> <p>Category instruction omitted</p> <p>2 = Математика</p> <p>Category instruction omitted</p> <p>3 = Природни науки</p> <p>Включва биология, физика, химия, човекът и природата</p> <p>4 = Обществени науки</p> <p>Включва география и история</p> <p>5 = Чужди езици</p> <p>Category instruction omitted</p>	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Bulgarian language and literature</p> <p>Category instruction omitted</p> <p>2 = Mathematics</p> <p>Category instruction omitted</p> <p>3 = Natural Science</p> <p>Includes biology, physics, chemistry, men and nature</p> <p>4 = Social studies</p> <p>Includes geography and history</p> <p>5 = Foreign languages</p> <p>Category instruction omitted</p>

				6 = Древногръцки и/или латински 7 = Информационни технологии Category instruction omitted 8 = Изкуства 9 = Физическа култура и спорт Category instruction omitted 10 = Религия Category instruction omitted 11 = Практически и професионални умения Включва професионално обучение за придобиване на квалификация по професия, бит и технологии, домашна техника и икономика, гражданска защита, безопасност на движението 12 = Друга	6 = Ancient Greek and/or Latin 7 = Informational technology Category instruction omitted 8 = Arts 9 = Physical education Category instruction omitted 10 = Religion Category instruction omitted 11 = Practical and vocational skills Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, driving, home economics, polytechnic courses 12 = Other
TQ-37	Alberta (Canada)	TQ-37	D	Category instruction changed: 1 = Reading, writing and literature Includes reading and writing (and literature) in the student's mother tongue, or in the main/official language(s) used in the country (region) or a particular school; language studies, public speaking, literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills Includes vocational skills (preparation for a specific occupation), career foundations, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft 12 = Other	Category instruction changed: 1 = Reading, writing and literature Includes reading and writing (and literature) in the student's mother tongue, or in the main/official language(s) used in the country (region) or a particular school; language studies, public speaking, literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills Includes vocational skills (preparation for a specific occupation), career foundations, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft 12 = Other
TQ-37	Czech Republic	TQ-37	D	Category instruction changed: 1 = Čtení, psaní a literatura 2 = Matematika 3 = Přírodní vědy	Category instruction changed: 1 = Reading, writing and literature 2 = Mathematics 3 = Science

				<p>4 = Společenské vědy Zahrnuje výchovu k občanství, komunitní vědy, soudobá studia, ekonomii, environmentální studia, zeměpis, dějepis, humanitní vědy, právní vědy, vědy o vlastní zemi, společenské vědy, etickou výchovu, filosofii. 5 = Soudobé cizí jazyky 6 = Klasická řečtina a/nebo latina 7 = Technologie 8 = Umění 9 = Tělesná výchova 10 = Náboženství a/nebo etika 11 = Praktické a odborné dovednosti 12 = Jiné</p> <p>Category instruction changed: 1 = Reading, writing and literature 2 = Mathematics 3 = Science 4 = Social studies Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical education, philosophy 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>	<p>4 = Social studies Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical education, philosophy 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
TQ-37	Denmark	TQ-37	D	<p>Nationally defined categories/Category instruction changed: 1 = Dansk Herunder dansk som andetsprog 2 = Matematik Category instruction omitted 3 = Naturvidenskabelige fag F.eks. fysik-kemi, geografi, biologi, natur/teknik 4 = Samfundsfag F.eks. historie, samfundsfag</p>	<p>Nationally defined categories/Category instruction changed: 1 = Danish Including Danish as a second language 2 = Mathematics Category instruction omitted 3 = Science E.g. physics-chemistry, geography, biology, nature/technology 4 = Social science E.g. history, social studies</p>

				<p>5 = Moderne fremmedsprog F.eks. tysk, engelsk, fransk</p> <p>6 = Klassiske fag F.eks. græsk, latin</p> <p>7 = It</p> <p>Category instruction omitted</p> <p>8 = Kreative og musiske fag F.eks. musik, billedkunst</p> <p>9 = Idræt</p> <p>Category instruction omitted</p> <p>10 = Religion</p> <p>Category instruction omitted</p> <p>11 = Praktiske fag F.eks. sløjd, hjemkundskab</p> <p>12 = Andet</p>	<p>5 = Modern foreign languages E.g. German, English, French</p> <p>6 = Classic subjects E.g. Greek, Latin</p> <p>7 = IT</p> <p>Category instruction omitted</p> <p>8 = Creative and practical/musical subjects e.g. music, art</p> <p>9 = Sport</p> <p>Category instruction omitted</p> <p>10 = Religion</p> <p>Category instruction omitted</p> <p>11 = Vocational subjects E.g. woodwork, cooking</p> <p>12 = Other</p>
TQ-37	Estonia	TQ-37	D	<p>Nationally defined dimensions/Category instruction changed:</p> <p>1 = Lugemine, kirjutamine ja kirjandus (v.a .eesti keel teise keelena)</p> <p>Põhikooli õppekava kohustuslikest ainetest kuuluvad siia eesti keel ja kirjandus eesti õppekeelega koolis ning vene keel ja kirjandus vene õppekeelega koolis</p> <p>2 = Lugemine, kirjutamine ja kirjandus eesti keeles teise keelena (riigikeelena)</p> <p>Põhikooli õppekava kohustuslikest ainetest kuulub siia eesti keel vene või muu õppekeelega koolis</p> <p>3 = Matemaatika</p> <p>Sellesse kategooriasse kuuluvad põhikooli õppekava kohustuslikest ainetest matemaatika ning selles koolis õpetatavad matemaatikaga seotud valikained nagu matemaatika koos statistikaga, geomeetria, algebra jne</p> <p>4 = Loodusained</p> <p>Sellesse kategooriasse kuuluvad põhikooli õppekava kohustuslikest ainetest füüsika, keemia, bioloogia, loodusõpetus ja selles koolis õpetatavad valikained</p> <p>5 = Sotsiaalsained</p> <p>Sellesse kategooriasse kuuluvad põhikooli õppekava kohustuslikest ainetest ajalugu, inimeseõpetus, ühiskonnaõpetus ja geograafia ning sotsiaalteaduslikud valikained nagu majandus, õigus, kõlblus, filosoofia</p> <p>6 = Tänapäeva võõrkeeled</p> <p>Sellesse kategooriasse kuuluvad koolis õpetatavad võõrkeeled,</p>	<p>National dimensions recoded for international comparability/Category instruction changed:</p> <p>1 = Reading, writing and literature (excl. Estonian as a second language) (Of the compulsory subjects of the basic school curriculum this includes Estonian language and literature in schools where Estonian is the language of instruction and Russian language and literature in schools where Russian is the language of instruction) / Reading, writing and literature in Estonian as a second language (state language) (Of the compulsory subjects of the basic school curriculum this includes Estonian language in schools where the language of instruction is Russian or other)</p> <p>2 = Mathematics</p> <p>Of the compulsory subjects of the basic school curriculum this includes mathematics and maths-related electives like mathematics with statistics, geometry, algebra etc.</p> <p>3 = Science</p> <p>Of the compulsory subjects of the basic school curriculum this includes physics, chemistry, biology, nature studies and other science-related electives</p> <p>4 = Social studies</p> <p>Of the compulsory subjects of the basic school curriculum this includes history, human studies, society studies, geography and other social science-related electives like economics legal studies, ethics, philosophy</p> <p>5 = Modern foreign languages</p>

				<p>v.a eesti keel riigikeelena 7 = Vana-kreeka ja/või ladina keel 8 = Tehnoloogia Sellesse kategooriasse kuuluvad töö- ja tehnoloogiaõpetus, sh elektroonika, tootmis- ja disainitehnoloogia, ehitamine või mõõdistamine, samuti arvutiõpetus, arvutigraafika ja -disain, arvutiga kirjutamise oskused ning tekstitöötlus 9 = Kaunid kunstid Sellesse kategooriasse kuuluvad põhikooli kohustuslikest ainetest kunst, muusika ja kaunate kunstidega seotud valikained, sh visuaalkunstid, rakenduskunst, draama, musitseerimine, fotograafia, joonistamine 10 = Kehaline kasvatus Sellesse kategooriasse kuuluvad kehaline kasvatus, võimlemine, tants, liikumisõpetus 11 = Religiooniõpetus ja/või eetika 12 = Kutse-eelne ja praktiline õpe Sellesse kategooriasse kuulub mingi konkreetse töö või ameti õpe (nt raamatupidamine, ettevõtlus, karjääri kavandamine, õmblus- ja tekstiilivaldkond, sõidukijuhtimine, kodumajandus, põlütehniline õpe ja tehnika, sekretäritöö, turism ja külaliste vastuvõtt, käsitöö) 13 = Interdistsiplinaarne õppeaine Sellesse kategooriasse kuulub erinevate traditsiooniliste õppeainete integreeritud sisu ja vaatenurk 14 = Muu</p>	<p>Includes all foreign languages taught in this school excluding Estonian as the state language 6 = Ancient Greek and/or Latin 7 = Technology This category includes craft and technology education, including electronics, manufacturing and design technology, construction or surveying, as well as computer studies, computer graphics and design, writing, computer skills and word processing 8 = Fine arts This category includes arts, music and electives related to fine arts, including visual arts, applied arts, drama, making music, photography and drawing from mandatory subjects of basic school 9 = Physical education This category includes physical education, gymnastics, dance, sports training 10 = Religion and/or ethics 11 = Practical and vocational skills This category includes study of a specific job or occupation (e.g. accounting, entrepreneurship, career planning, sewing and textile sector, driving, home economics, polytechnic education, and technology, secretary, tourism and hospitality, handicraft) 12 = Interdisciplinary subject (This category includes integrated content and point of view of various traditional disciplines) / Other</p>
TQ-37	Finland	TQ-37	D	<p>Nationally defined categories/Category instruction changed: 1 = Lukeminen, kirjoittaminen ja kirjallisuus 2 = Matematiikka 3 = Luonnontieteet (ei sisällä maantietoa) Fysiikka, kemia, biologia, ihmisen biologia, ympäristötieteet, maatalous/puutarhanhoito/metsätalous 4 = Maantieto 5 = Yhteiskunnalliset aineet Yhteiskuntatieteet, aika- ja elämäntutkimus, taloustiede, ympäristötutkimus, historia, humanistiset aineet, lakiopinnot, kansalaistaito, yhteiskuntaoppi, etiikka, filosofia 6 = Vieraat kielet 7 = Muinaiskreikka ja/tai latina 8 = Teknologia</p>	<p>National categories recoded for international comparability/Category instruction changed: 1 = Reading, writing and literature 2 = Mathematics 3 = Science (not included geography) Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry 4 = Geography / Social studies (Includes social studies, community studies, contemporary studies, economics, environmental studies, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy) 5 = Modern foreign languages</p>

				<p>9 = Taideaineet 10 = Liikunta 11 = Uskonto ja/tai elämänkatsomustieto 12 = Käytännön ja ammatilliset taidot 13 = Muu</p> <p>Nationally defined categories/Category instruction changed: 1 = Läsning, skrivning och litteratur 2 = Matematik 3 = De naturvetenskapliga ämnena (innehåller inte geografi) Fysik, kemi, biologi, människans biologi, miljövetenskap, jordbruk/trädgårdsskötsel/skogsbruk 4 = Geografi 5 = De samhällsvetenskapliga ämnena Samhällsvetenskap, samtidsforskning, ekonomisk vetenskap, miljöforskning, historia, humanistiska ämnen, juridikstudier, samhällslära, samhällskunskap, etik, filosofi 6 = Främmande språk 7 = Forngrekiska och/eller latin 8 = Teknologi 9 = Estetiska ämnen 10 = Idrott 11 = Religion och/eller livsåskådningskunskap 12 = Praktiska ämnen och yrkesskicklighet 13 = Annat</p>	<p>6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
TQ-37	France	TQ-37	D	<p>Category instruction changed: 1 = Lecture, expression écrite et littérature 2 = Mathématiques 3 = Sciences Sciences, physique, chimie, biologie, biologie humaine, géologie, sciences de l'environnement, agronomie, horticulture et foresterie 4 = Sciences humaines 5 = Langues vivantes étrangères 6 = Grec ancien et/ou latin 7 = Technologie 8 = Disciplines artistiques 9 = Éducation physique 10 = Religion et/ou morale 11 = Disciplines pratiques et professionnelles</p>	<p>Category instruction changed: 1 = Reading, writing and literature 2 = Mathematics 3 = Science Includes science, physics, physical science, chemistry, biology, human biology, geology, environmental science, agriculture/horticulture/forestry 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills</p>

				12 = Autres	12 = Other
TQ-37	Israel	TQ-37	D	<p>Nationally defined categories:</p> <p>1 = بَدَال أو رِيْب عَتْلَا، غَلْلَا 2 = الرِيَاضِيَّات 3 = مَوَل عِلَا 4 = العِلْمُ الاجْتِمَاعِيَّة 5 = لُغَة أُجْنَبِيَّة 6 = يَجْوَل و ن ك ع ت لَا 7 = ن و ن ف لَا 8 = التَرْبِيَّة البَدَنِيَّة 9 = الدِّيْن و/أو الْأَخْلَاقِيَّات 10 = التَّعْلِيْم المِهْنِي 11 = ر خ أ</p> <p>Nationally defined categories:</p> <p>1 = תּוֹרֶפֶסוּ הַפֶּשׁ 2 = הַקִּיטְמַחַמ 3 = מִיעַדֵּם 4 = חוֹרֵהוּ הַרְבַּחָה יַעֲדֵם 5 = הַרְזוּ הַפֶּשׁ 6 = מִיגוֹלוֹנֶכֶס תּוֹעוֹצָקֵם 7 = תּוֹנֵמָא 8 = יַנְפּוּג דְּוִנְיָה 9 = הַקִּיתָא וְאֵ תִשְׁרוּם, תֵּד 10 = מִיעוֹצָקֵם מִיִּשְׁעֵם מִידוּמִיל 11 = רַחָא</p>	<p>National categories recoded for international comparability:</p> <p>1 = Reading, writing and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Category not administered or data not available 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
TQ-37	Japan	TQ-37	D	<p>Nationally defined categories:</p> <p>1 = Kokugo 2 = Suugaku 3 = Rika 4 = Syakai 5 = Gaikokugo 6 = Gizyutu 7 = Ongaku, bizyutu 8 = Hokentaiiku 9 = Doutoku 10 = Katei 11 = Sonota</p>	<p>National categories recoded for international comparability:</p> <p>1 = Japanese 2 = Mathematics 3 = Science 4 = Social studies 5 = Foreign languages 6 = Category not administered or data not available 7 = Technology 8 = Music, arts 9 = Physical education 10 = Ethics 11 = Home economics 12 = Other</p>

TQ-37	Mexico	TQ-37	D	<p>Category instruction changed:</p> <p>1 = Lectura, escritura y literatura</p> <p>2 = Matemáticas</p> <p>3 = Ciencias</p> <p>4 = Estudios sociales</p> <p>Incluye estudios sociales, estudios comunitarios (civismo), estudios contemporáneos, economía, estudios del medio ambiente, geografía, historia, humanidades, estudios legales, estudios del país, ciencias sociales, pensamiento ético, filosofía</p> <p>5 = Lenguas extranjeras modernas</p> <p>6 = Griego antiguo y/o latín</p> <p>7 = Tecnología</p> <p>8 = Artes</p> <p>9 = Educación física</p> <p>10 = Religión y/o ética</p> <p>11 = Destrezas prácticas y vocacionales</p> <p>12 = Otra</p>	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>Includes social studies, community studies, (civic) contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Other</p>
TQ-37	Netherlands	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Nederlands</p> <p>Category instruction omitted</p> <p>2 = Wiskunde</p> <p>Category instruction omitted</p> <p>3 = Natuurwetenschappen</p> <p>4 = Sociale vakken</p> <p>5 = Moderne vreemde talen</p> <p>Category instruction omitted</p> <p>6 = Grieks en/of Latijn</p> <p>7 = Technologie</p> <p>8 = Kunst</p> <p>9 = Lichamelijke opvoeding</p> <p>10 = Godsdienst</p> <p>11 = Praktische en beroepsvaardigheden</p> <p>12 = Anders</p>	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Dutch</p> <p>Category instruction omitted</p> <p>2 = Mathematics</p> <p>Category instruction omitted</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>Category instruction omitted</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Other</p>
TQ-37	Norway	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Lesing, skiving og litteratur i norsk eller samisk</p> <p>Category instruction omitted</p> <p>2 = Matematikk</p> <p>Category instruction omitted</p> <p>3 = Natur- og miljøfag</p>	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Reading, writing and literature in Norwegian and Sami</p> <p>Category instruction omitted</p> <p>2 = Mathematics</p> <p>Category instruction omitted</p> <p>3 = Science</p>

				<p>Category instruction omitted</p> <p>4 = Samfunnsfag</p> <p>Category instruction omitted</p> <p>5 = Moderne fremmedspråk</p> <p>Category instruction omitted</p> <p>6 = Gresk og latin</p> <p>7 = IKT, teknologi, grafikk og design, digitalemedier etc.</p> <p>Category instruction omitted</p> <p>8 = Kunst- og håndverksfag, musikk, drama, fotografi, tegning med mer</p> <p>Category instruction omitted</p> <p>9 = Kroppsøving</p> <p>Category instruction omitted</p> <p>10 = Religion, livssyn, etikk</p> <p>Category instruction omitted</p> <p>11 = Praktiske fag, inkl. mat og helse</p> <p>Category instruction omitted</p> <p>12 = Annet</p>	<p>Category instruction omitted</p> <p>4 = Social studies</p> <p>Category instruction omitted</p> <p>5 = Modern foreign languages</p> <p>Category instruction omitted</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = ICT, technology, graphics and design, digital media, etc.</p> <p>Category instruction omitted</p> <p>8 = Arts and crafts, music, drama, photography, drawing and more</p> <p>Category instruction omitted</p> <p>9 = Physical education</p> <p>Category instruction omitted</p> <p>10 = Christianity, religion and spirituality</p> <p>Category instruction omitted</p> <p>11 = Practical subjects, including food and health</p> <p>Category instruction omitted</p> <p>12 = Other</p>
TQ-37	Poland	TQ-37	D	<p>Nationally defined dimensions:</p> <p>1 = Czytanie, pisanie i literatura</p> <p>2 = Matematyka</p> <p>3 = Nauki przyrodnicze</p> <p>4 = Nauki społeczne</p> <p>5 = Nowożytnie języki obce</p> <p>6 = Starożytna greka i/lub łacina</p> <p>7 = Technologia</p> <p>8 = Sztuka</p> <p>9 = Wychowanie fizyczne</p> <p>10 = Religia i/lub etyka</p> <p>11 = Umiejętności praktyczne i zawodowe</p> <p>12 = Teoretyczny przedmiot zawodowy</p> <p>13 = Praktyczny przedmiot zawodowy</p> <p>14 = Kształcenie modułowe</p> <p>15 = Inne</p>	<p>National categories recoded for international comparability:</p> <p>1 = Reading, writing and literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Theoretical vocational education / Practical vocational education / Module education / Other</p>
TQ-37	Singapore	TQ-37	D	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Reading, writing and/or literature in English</p> <p>Includes reading and writing in English; language studies, public speaking, literature</p> <p>2 = Reading, writing and/or literature in the Mother Tongue (not including English)</p>	<p>National categories recoded for international comparability/Category instruction changed:</p> <p>1 = Reading, writing and/or literature in English (Includes reading and writing in English; language studies, public speaking, literature) / Reading, writing and/or literature in the Mother Tongue (not including English) (Includes reading and</p>

				<p>Includes reading and writing (and literature) in the Mother Tongue; language studies, public speaking, literature</p> <p>3 = Mathematics</p> <p>4 = Science</p> <p>5 = Social studies</p> <p>6 = Modern foreign languages</p> <p>7 = Ancient Greek and/or Latin</p> <p>8 = Technology</p> <p>9 = Arts</p> <p>10 = Physical education</p> <p>11 = Religion and/or ethics</p> <p>12 = Practical and vocational skills</p> <p>13 = Other</p>	<p>writing (and literature) in the Mother Tongue; language studies, public speaking, literature)</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Other</p>
TQ-37	Sweden	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Swedish, Swedish as a second language</p> <p>Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives), public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>Includes science, physics, physical science, chemistry, biology, human biology, environmental science</p> <p>4 = Social studies, religion excluded</p> <p>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, legal studies, studies of the own country, social sciences</p> <p>5 = Modern foreign language, English included</p> <p>Other language than Swedish</p> <p>6 = Technology</p> <p>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, workshop technology/design technology</p> <p>7 = Arts</p> <p>8 = Physical education</p> <p>Includes physical education and health, dance</p> <p>9 = Religion and/or ethics</p> <p>10 = Practical skills</p> <p>Includes domestic science</p> <p>11 = Other</p>	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Swedish, Swedish as a second language</p> <p>Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives), public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>Includes science, physics, physical science, chemistry, biology, human biology, environmental science</p> <p>4 = Social studies, religion excluded</p> <p>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, legal studies, studies of the own country, social sciences</p> <p>5 = Modern foreign language, English included</p> <p>Other language than Swedish</p> <p>6 = Category not administered or data not available</p> <p>7 = Technology</p> <p>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, workshop technology/design technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>Includes physical education and health, dance</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical skills</p> <p>Includes domestic science</p>

				<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Svenska, svenska som andrspråk Innefattar läsning och skrivning (samt litteraturkunskap) på modersmålet, på undervisningsspråket eller som andraspråk (för icke infödda), retorik, litteratur mm.</p> <p>2 = Matematik</p> <p>3 = Naturorienterande ämnen Innefattar naturkunskap, fysik, kemi, biologi, anatomi, miljövetenskap mm.</p> <p>4 = Samhällsorienterande ämnen, exklusive religionskunskap Innefattar samhällskunskap, statskunskap, nutidsorientering, ekonomi, miljövetenskap, geografi, historia, juridik, studier av det egna landet</p> <p>5 = Moderna språk, inklusive engelska Innefattar andra språk än svenska</p> <p>6 = Teknik Innefattar orientering i teknik, inklusive informationsteknik, datorvetenskap, byggt teknik, elektronik, grafisk design, verkstadsteknik/design teknik</p> <p>7 = Estetiska ämnen</p> <p>8 = Idrott Inkluderar idrott och hälsa, dans</p> <p>9 = Religionskunskap och/eller etik</p> <p>10 = Praktiska ämnen Inkluderar hem- och konsumentkunskap</p> <p>11 = Annat</p>	12 = Other
TQ-37	England (United Kingdom)	TQ-37	D	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Reading, writing and literature Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Humanities/social studies</p> <p>5 = Modern foreign languages Includes languages other than English</p> <p>6 = Classical Greek and/or Latin</p> <p>7 = Technology Includes information technology, computer studies,</p>	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Reading, writing and literature Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Humanities/social studies</p> <p>5 = Modern foreign languages Includes languages other than English</p> <p>6 = Classical Greek and/or Latin</p> <p>7 = Technology Includes information technology, computer studies,</p>

				<p>construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Other</p>	<p>construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Other</p>
TQ-37	United States	TQ-37	D	<p>Nationally defined categories/Category instruction changed:</p> <p>1 = Reading, writing and literature Includes reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism</p> <p>2 = English as a Second Language (ESL) Includes ESL or bilingual education in support of students' subject matter learning</p> <p>3 = Mathematics Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus</p> <p>4 = Science Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth Science</p> <p>5 = Social studies/Social science Includes general social studies, anthropology, economics, geography, government or civics, history, philosophy, psychology, sociology</p> <p>6 = Modern foreign languages Includes languages other than English (e.g., French, German, Spanish, ASL)</p> <p>7 = Classical Greek and/or Latin</p> <p>8 = Technology</p> <p>9 = Arts</p> <p>10 = Physical and health education</p> <p>11 = Religion and/or ethics</p> <p>12 = Business studies Includes accounting, business management, business principles and ethics, marketing and distribution</p> <p>13 = Practical and vocational skills Includes vocational skills (preparation for a specific</p>	<p>National categories recoded for international comparability/Category instruction changed:</p> <p>1 = Reading, writing and literature (Includes reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism) / English as a Second Language (ESL) (Includes ESL or bilingual education in support of students' subject matter learning)</p> <p>2 = Mathematics Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus</p> <p>3 = Science Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth Science</p> <p>4 = Social studies/Social science Includes general social studies, anthropology, economics, geography, government or civics, history, philosophy, psychology, sociology</p> <p>5 = Modern foreign languages Includes languages other than English (e.g., French, German, Spanish, ASL)</p> <p>6 = Classical Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical and health education</p> <p>10 = Religion and/or ethics</p> <p>11 = Business studies (Includes accounting, business management, business principles and ethics, marketing and distribution) / Practical and vocational skills (Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career</p>

				<p>occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>14 = Special Education</p> <p>Includes education of students with special needs</p> <p>15 = Other</p>	<p>education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft)</p> <p>12 = Special Education (Includes education of students with special needs) / Other</p>
TQ-39A-C	Flanders (Belgium) - ISCED1	TQ-39A-C	D	Doelles	Target lesson
TQ-39A-C	Flanders (Belgium) - ISCED2	TQ-39A-C	D	Lestijd	Lesson
TQ-39A-C	Bulgaria	TQ-39A	D	Административни дейности (например проверка на отсъстващите)	Administrative tasks (e.g. recording attendance)
TQ-39A-C	Korea	TQ-39A-C	D	수업시간	Teaching and learning
TQ-39A-C	Latvia	TQ-39A-C	D	<p>Konkrētajā klasē</p> <p>Mācību stundas</p>	<p>Particular class</p> <p>Lesson</p>
TQ-39A-C	Netherlands	TQ-39A-C	D	Lestijd	Instruction period
TQ-39A-C	Norway	TQ-39A-C	D	<p>Stem of the question changed:</p> <p>Hvilken prosentandel av en undervisningsøkt blir vanligvis brukt på de følgende aktiviteter for denne klassen/gruppen?</p>	<p>Stem of the question changed:</p> <p>What percentage of class time is typically spent on each of the following activities for this class?</p>
TQ-40	Flanders (Belgium)	TQ-40	D	<p>Question instruction added:</p> <p>Indien u slechts les geeft aan één klas in het lager onderwijs, gelieve dan 'zeer representatief' aan te duiden</p>	<p>Question instruction added:</p> <p>When you teach only one class in primary education, please mark 'very representative'</p>
TQ-40	Bulgaria	TQ-40	D	<p>Stem of the question changed:</p> <p>Колко типичен представител е конкретната паралелка за всички паралелки, на които преподавате?</p> <p>Nationally defined categories:</p> <p>1 = Много типичен</p> <p>2 = Типичен</p> <p>3 = Не е типичен</p>	<p>Stem of the question changed:</p> <p>How typical representative is the target class for all the classes you teach?</p> <p>Nationally defined categories:</p> <p>1 = Very typical</p> <p>2 = Typical</p> <p>3 = Not typical</p>

TQ-40	Sweden	TQ-40	D	Stem of the question changed: Ange hur representativ du tycker att den utvalda undervisningsgruppen är jämfört med de övriga klasser/grupper du undervisar i	Stem of the question changed: Please indicate how representative you feel the chosen teaching group is of all the classes/groups you teach
TQ-41A-D	Flanders (Belgium)	TQ-41A-D	D	Doelles	Target lesson
TQ-41A-D	Flanders (Belgium)	TQ-41B	D	De leerlingen in deze klas zorgen ervoor dat ze een aangenaam leerklimaat creëren	Students in this class take care to create a pleasant learning climate
TQ-42A-H	Portugal	TQ-42A-H	D	Stem of the question changed: Com que frequência toma cada uma das seguintes iniciativas durante o ano letivo na turma-alvo?	Stem of the question changed: How often takes each of the following initiatives in the target class throughout the school year?
TQ-43A-F	Flanders (Belgium)	TQ-43D	D	Cijfer of punt	Mark or point
TQ-43A-F	Brazil	TQ-43D	D	Notas	Marks
TQ-43A-F	Bulgaria	TQ-43D	D	оценките	Marks
TQ-43A-F	Croatia	TQ-43D	D	Brojčana ocjena	Numeric mark
TQ-43A-F	Czech Republic	TQ-43D	D	Známkování Mark	Marking Mark
TQ-43A-F	Denmark	TQ-43D	D	Karakterer	Marks
TQ-43A-F	Estonia	TQ-43D	D	Hinnetele	Marks
TQ-43A-F	Finland	TQ-43D	D	Arvosanan Vitsorden	Mark
TQ-43A-F	France	TQ-43D	D	Chiffrée ou à l'appréciation des travaux des élèves	Numeric score or any mark
TQ-43A-F	Iceland	TQ-43D	D	Bókstafs- eða tölueinkunn	Letter- or a number-mark
TQ-43A-F	Israel	TQ-43D	D	إلى العلامة בנוסף לציון	Grade

TQ-43A-F	Italy	TQ-43D	D	Voto	Mark
TQ-43A-F	Japan	TQ-43D	D	Tensuu ya hyoutei niyoru seisekihyouka	Performance evaluation, or appraisal, by numeric score or letter grade
TQ-43A-F	Korea	TQ-43D	D	채점	Scoring
TQ-43A-F	Latvia	TQ-43D	D	Atzīme ballēs	Numeric score
TQ-43A-F	Netherlands	TQ-43D	D	Cijfer	Mark
TQ-43A-F	Norway	TQ-43D	D	Karakter	Mark
TQ-43A-F	Portugal	TQ-43D	D	Eu forneço por escrito feedback sobre o trabalho dos alunos para além de outras informações, como por exemplo, notas ou menções qualitativas (por ex: muito bom, bom, razoável, etc.)	I provide written feedback on student work in addition to other information, i.e. numeric scores or qualitative grades (i.e. very good, good, fair, etc.)
TQ-43A-F	Romania	TQ-43D	D	Notă	Numeric score
TQ-43A-F	Slovak Republic	TQ-43D	D	Známky	Mark
TQ-43A-F	Spain	TQ-43D	D	*Catalan Nota numèrica *Spanish Nota *Basque Zenbaki bidezko nota *Galician Nota numérica *Valencian Nota numèrica	*Catalan Numeric score *Spanish Mark *Basque Numeric score *Galego Numeric score *Valencian Numeric score
TQ-43A-F	Sweden	TQ-43D	D	Marks Betygen	Marks

TQ-43A-F	England (United Kingdom)	TQ-43D	D	Mark or grade	Mark or grade
TQ-43A-F	United States	TQ-43D	D	Letter grade or numeric score	Letter grade or numeric score
TQ-44A-E	Bulgaria	TQ-44B	D	Това училище дава възможност на родителите да участват активно при взимането на решения	This school provides parents with opportunities to actively participate in school decisions
TQ-44A-E	Bulgaria	TQ-44D	D	В това училище всички поемат отговорност за решаването на училищните проблеми	In this school everyone is taking responsibility for solving school issues
TQ-44A-E	Bulgaria	TQ-44E	D	В това училище всички се подкрепят и си сътрудничат	In this school everyone is supportive and collaborative
TQ-45A-D	Alberta (Canada)	TQ-45D	D	If a student from this school needs extra assistance, it is provided through the school (e.g. assistance with learning needs, social needs, family needs, etc.)	If a student from this school needs extra assistance, it is provided through the school (e.g. assistance with learning needs, social needs, family needs, etc.)
TQ-46A-J	Bulgaria	TQ-46A-J	D	Stem of the question changed: Доколко сте съгласен/съгласна или несъгласен/несъгласна със следните твърдения, свързани с работата Ви като учител?	Stem of the question changed: To what extent do you agree or disagree with the following statements about your job as a teacher?
TQ-46A-J	Israel	TQ-46A-J	D	Stem of the question changed: الاسئلة التالية تتطرق إلى شعورك العام إزاء وظيفتك. إلى أي مدى أنت توافق أو تفيد الاعتراض على قفاوت ال Stem of the question changed: התא המכ דע. תדובעל עגונב דלש תיללכה השגרהב תקסוע וז הלאש? ולהלש מידגיהה מע מיכסמ אל וא מיכסמ	Stem of the question changed: The following questions relate to your general feeling about your work. How strongly do you agree or disagree with the following statements?
TQ-47A-J	Australia	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Flanders (Belgium)	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Bulgaria	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Alberta (Canada)	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available

TQ-47A-J	Cyprus ³¹	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Czech Republic	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Denmark	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Italy	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Japan	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Netherlands	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Norway	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Singapore	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	Sweden	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-47A-J	England (United Kingdom)	TQ-47A-J	X	Question not administered or data not available	Question not administered or data not available
TQ-48	Australia	TQ-48	D	Nationally defined categories: 1 = No 2 = Yes, as a student as part of my teacher education 3 = Yes, as a teacher in a regional or national programme 4 = Yes, as a teacher as arranged by my school or school district 5 = Yes, as a teacher by my own initiative	Nationally defined categories: 1 = No 2 = Yes, as a student as part of my teacher education 3 = Category not administered or data not available 4 = Yes, as a teacher in a regional or national programme 5 = Yes, as a teacher as arranged by my school or school district 6 = Yes, as a teacher by my own initiative
TQ-48	Brazil	TQ-48	X	Question not administered or data not available	Question not administered or data not available
TQ-48	Singapore	TQ-48	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Australia	TQ-48C	D	Dimensions not administered or data not available	Dimensions not administered or data not available
TQ-48A-F	Bulgaria	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Alberta (Canada)	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Chile	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Czech	TQ-48A-F	D	Stem of the question changed:	Stem of the question changed:

³¹ See footnotes 2 and 3 at the beginning of this User Guide.

	Republic			Byl/a jste někdy v rámci svého působení jako učitel/ka a/nebo svého pedagogického vzdělávání či odborné přípravy pracovní či studijně v zahraničí?	Have you ever been abroad for occupational or educational purposes within the scope of your career as a teacher or your teacher education/training?
TQ-48A-F	Israel	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Japan	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Mexico	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	Serbia	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	England (United Kingdom)	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-48A-F	United States	TQ-48A-F	X	Question not administered or data not available	Question not administered or data not available
TQ-49	Brazil	TQ-49	X	Question not administered or data not available	Question not administered or data not available
TQ-49	Singapore	TQ-49	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Bulgaria	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Alberta (Canada)	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Chile	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Israel	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Japan	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Mexico	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	Serbia	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	England (United Kingdom)	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQ-49A-G	United States	TQ-49A-G	X	Question not administered or data not available	Question not administered or data not available
TQM-07A-G	Portugal	TQM-07A-G	D	Nationally defined categories: 1 = Muito improvável 2 = Improvável 3 = Provável	Nationally defined categories: 1 = Very unlikely 2 = Unlikely 3 = Likely

				4 = Muito provável	4 = Very likely
TQ-S	Australia - ISCED2	TQ-S-E	D	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first Year 7 – 10 class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class from Years 7 – 10 on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the target class.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first Year 7 – 10 class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class from Years 7 – 10 on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the target class.</p>
TQ-S	Australia - ISCED3	TQ-S-E	D	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first Year 11 – 12 class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class from Years 11 – 12 on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the target class.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first Year 11 – 12 class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class from Years 11 – 12 on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the target class.</p>
TQ-S	Australia - TALIS-PISA link	TQ-S-E	D	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first class attended by 15-year-old students that you taught in this school in one of these subjects after 11 a.m. last Tuesday. Please note that if you do not teach a class attended by 15-year-old students on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first class attended by 15-year-old students that you taught in this school in one of these subjects after 11 a.m. last Tuesday. Please note that if you do not teach a class attended by 15-year-old students on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the</p>

				target class.	target class.
TQ-S	Flanders (Belgium)	TQ-S-E	D	<p>Section instruction changed:</p> <p>In wat volgt willen we ingaan op een aantal bijzonderheden omtrent uw lesgeven. In deze vragenlijst kunnen we niet uw volledige lessenspakket behandelen. We benaderen dit bijgevolg aan de hand van een voorbeeld en concentreren ons op het lesgeven in één klas. De volgende vragen gaan over een specifieke les die u geeft. De les waarvoor we willen dat u antwoord geeft, is de eerste les die u vorige dinsdag na 11 uur in deze lagere school gaf. Indien u op dinsdag geen les geeft in deze lagere school, gelieve dan een les te nemen die u gaf op een dag na vorige dinsdag. In de onderstaande vragen spreken we over de doellessen wanneer we verwijzen naar deze les en over de doelklas wanneer we spreken over uw klas waarin u deze doellessen verzorgt.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore we use an exemplary approach and focus on the teaching during one lesson moment in one specific class. The following questions ask you about a particular lesson that you give. The lesson that we would like you to respond to is the first lesson in this primary school that you gave after 11 a.m. last Tuesday. If you do not give lessons in this primary school on Tuesday, please take a lesson you gave on a day following last Tuesday. In the questions below, this lesson will be referred to as the target lesson and your class in which you give this target lesson as the target class.</p>
TQ-S	Bulgaria	TQ-S-C	D	<p>Section instruction changed:</p> <p>В това изследване под “обратна информация” се разбират дейностите, свързани с предоставяне на информация във връзка с преподаването на учителя (например при наблюдение на работата му в часовете, при обсъждане на методите му на преподаване или резултатите на учениците му). Обратната информация може да бъде предоставена по формален начин (например чрез писмен доклад или отчет) или по неформален (например чрез обсъждане с учителя).</p>	<p>Section instruction changed:</p> <p>‘Feedback’ is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teacher students, discussing your curriculum or students’ results). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.</p>
TQ-S	Bulgaria	TQ-S-E	D	<p>Section instruction changed:</p> <p>В този въпросник не можем да обхванем изцяло Вашите преподавателски практики. Затова бихме искали да се концентрирате върху преподаването в една точно определена паралелка.</p> <p>Паралелката, от която се интересуваме, е първата прогимназиална паралелка, с която имате часове в това училище всеки вторник след 11 часа. Ако нямате часове в прогимназиалния етап във вторник след 11 часа, то отговорете за първата паралелка от прогимназиалния етап, в която имате часове в следващите дни от седмицата.</p> <p>В следващите въпроси под конкретна паралелка се разбира паралелката, определена от Вас.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The class that we would like you to respond to is the first lower secondary class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach lower secondary classes on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this will be referred to as the target class.</p>
TQ-S	Alberta	TQ-S-B	D	Section instruction changed:	Section instruction changed:

	(Canada)			In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please only consider professional development you have taken after your initial teacher education.	In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please only consider professional development you have taken after your initial teacher education.
TQ-S	Czech Republic	TQ-S-E	D	<p>Section instruction changed:</p> <p>V následující části bychom rádi získali více podrobných informací o Vašich vyučovacích postupech. V rámci tohoto dotazníku nemůžeme pokrýt celou šíři Vaší výuky. Soustředíme se proto na příklad výuky v jedné třídě. V následujících otázkách se ptáme na jednu konkrétní třídu žáků, kterou vyučujete. Třída, které se budou otázky týkat, má být třída žáků na 2. stupni ZŠ nebo v nižších ročnících víceletého gymnázia na této škole, ve které jste vyučoval/a v nejbližším čase po 11. hodině dopoledne minulý úterý. V případě, že jste minulý úterý nevyučoval/a žádnou třídu žáků na 2. stupni ZŠ či v nižších ročnících víceletého gymnázia, může se jednat o třídu, kterou jste vyučoval/a ve dni následujícím po minulém úterý. V následujících otázkách bude tato třída označována jako „vybraná třída“.</p> <p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first class at the 2nd stage of a basic school or the lower grades of a 6 or 8-year “gymnázium” that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class at the 2nd stage of a basic school or the lower grades of a 6 or 8-year “gymnasium” on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this class will be referred to as the target class.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class of students that you teach. The class that we would like you to respond to is the first class of pupils at the 2nd stage of an elementary school or lower grades of 6 or 8 years long programme of grammar schools that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class of pupils at the 2nd stage of an elementary school or lower grades of 6 or 8 years long programme of grammar schools on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this class will be referred to as the chosen class.</p> <p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first class at the 2nd stage of a basic school or the lower grades of a 6 or 8-year “gymnasium” that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class at the 2nd stage of a basic school or the lower grades of a 6 or 8-year “gymnasium” on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this class will be referred to as the target class.</p>
TQ-S	Denmark	TQ-S-A	D	Section instruction changed:	Section instruction changed:

				Spørgsmålene nedenfor handler om dig, din uddannelse, og hvor længe du har undervist. Udfyld venligst de relevante bokse.	The questions below are about you, your education and how long you have taught. Please fill in the relevant boxes.
TQ-S	Denmark	TQ-S-B	D	Section instruction changed: Ved faglig kompetenceudvikling forstås i denne sammenhæng aktiviteter, der udvikler den enkeltes færdigheder, viden og ekspertise som lærer. Medtag alene kompetenceudvikling, der ligger ud over den faglige og pædagogiske uddannelse, der stilles krav om for fastansatte i din stilling.	Section instruction changed: Professional competence development in this context means activities which develop the individuals' skills, knowledge and expertise as a teacher. Only include professional competence development which is beyond the professional and pedagogical education which is demanded in order to have a fixed position in your job.
TQ-S	Denmark	TQ-S-C	D	Section instruction changed: Spørgsmålene nedenfor handler om den feedback, som du får på dit arbejde på skolen. 'Feedback' defineres bredt som alle de former for tilbagemeldinger du får på din undervisning baseret på en eller anden form for engagement i dit arbejde (f.eks. overværelse af din undervisning, drøftelse af dine undervisningsplaner eller elevresultater). 'Feedback' kan gives gennem uformelle drøftelser mellem dig og din leder eller andre, eller den kan være del af et mere formelt og struktureret evalueringssystem.	Section instruction changed: The questions below are about the feedback you receive on your work at the school. 'Feedback' is defined broadly as including any response you receive about your teaching, based on some form of interaction with your work (e.g. observation of your teaching, students, discussion of your curriculum or students' results). Feedback can be given through informal discussions between you and your leader or others or it can be part of a more formal and structured evaluation system.
TQ-S	Denmark - ISCED1	TQ-S-E	D	Section instruction changed: I det følgende vil vi bede dig om at gå mere i detaljer med din undervisningspraksis. I et spørgeskema som dette kan vi ikke dække hele spektret af din undervisning. Vi anvender derfor en metode med fokus på eksempler fra din undervisning i én bestemt klasse. De følgende spørgsmål vedrører en bestemt 7. – 10. klasse, som du underviser. Vi beder dig basere dine svar på din undervisning i den første klasse, du underviste tirsdag i sidste uge efter klokken 11. Hvis du ikke underviser i et af de angivne fag om tirsdagen, vælger du blot den første 0. – 6. klasse, du underviste i et af fagene efter tirsdag. I nedenstående spørgsmål omtales den konkrete klasse som denne klasse.	Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. We therefore use a method focusing on examples from your teaching in one specific class. The following questions ask you about a particular grade. We ask you to base your answers on your teaching in the first class you taught Tuesday last week after 11 o'clock. If you do not teach one of the mentioned subjects on Tuesdays you only have to choose the first 0 - 6 form you taught in one of the subjects after Tuesday. In the questions below this specific class will be referred to as this class.
TQ-S	Denmark - ISCED2	TQ-S-E	D	Section instruction changed: I det følgende vil vi bede dig om at gå mere i detaljer med din undervisningspraksis. I et spørgeskema som dette kan vi ikke dække hele spektret af din undervisning. Vi anvender derfor en	Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. We therefore use a method

				<p>metode med fokus på eksempler fra din undervisning i én bestemt klasse.</p> <p>De følgende spørgsmål vedrører en bestemt 7. – 10. klasse, som du underviser.</p> <p>Vi beder dig basere dine svar på din undervisning i den første klasse, du underviste tirsdag i sidste uge efter klokken 11.</p> <p>Hvis du ikke underviser i et af de angivne fag om tirsdagen, vælger du blot den første 7. – 10. klasse, du underviste i et af fagene efter tirsdag. I nedenstående spørgsmål omtales den konkrete klasse som denne klasse.</p>	<p>focusing on examples from your teaching in one specific class. The following questions ask you about a particular grade. We ask you to base your answers on your teaching in the first grade you taught Tuesday last week after 11 o'clock.</p> <p>If you do not teach one of the mentioned subjects on Tuesdays you only have to choose the first 7 - 10 form you taught in one of the subjects after Tuesday. In the questions below this specific class will be referred to as this class.</p>
TQ-S	Denmark - ISCED3	TQ-S-E	D	<p>Section instruction changed:</p> <p>I det følgende vil vi bede dig om at gå mere i detaljer med din undervisningspraksis. I et spørgeskema som dette kan vi ikke dække hele spektret af din undervisning. Vi anvender derfor en metode med fokus på eksempler fra din undervisning i én bestemt klasse.</p> <p>De følgende spørgsmål vedrører en bestemt klasse, som du underviser. Vi beder dig basere dine svar på din undervisning i den første klasse, du underviste tirsdag i sidste uge efter klokken 11.</p> <p>Hvis du ikke underviser en klasse om tirsdagen, vælger du blot den første klasse, du underviste efter tirsdag. I nedenstående spørgsmål omtales den konkrete klasse som denne klasse.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. We therefore use a method focusing on examples from your teaching in one specific class. The following questions ask you about a particular grade. We ask you to base your answers on your teaching in the first class you taught Tuesday last week after 11 o'clock.</p> <p>If you do not teach one of the mentioned subjects on Tuesdays you only have to choose the first ISCED Level 3 class form you taught in one of the subjects after Tuesday. In the questions below this specific class will be referred to as this class.</p>
TQ-S	France	TQ-S-E	D	<p>Section instruction changed:</p> <p>Dans la section suivante, nous nous intéressons de plus près à vos pratiques pédagogiques. Comme il est impossible de couvrir l'ensemble de votre travail d'enseignant(e) dans un questionnaire, nous avons choisi de nous limiter à une seule de vos classes.</p> <p>Les questions suivantes portent sur une de vos classes. La classe sur laquelle nous vous demandons de baser vos réponses est la première classe du niveau collège avec laquelle vous avez eu cours à partir de 11 heures, mardi dernier. Si vous n'avez pas cours le mardi avec une classe du niveau collège, choisissez la première classe du niveau collège avec laquelle vous avez eu cours un jour suivant de la semaine.</p> <p>Dans les questions suivantes, l'expression cette classe désigne la classe identifiée ci-dessus.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore we use an exemplary approach and focus on the teaching of one class. The following questions ask you about one of the classes that you teach. The class that we would like you to respond to is the first class of lower secondary school that you taught in this school in one of these subjects after 11 a.m. last Tuesday. Please note that if you do not teach a class of lower secondary school on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the questions below, this class will be referred to as the class that was identified above.</p>
TQ-S	Israel	TQ-S-C	D	<p>Section instruction changed:</p> <p>نود أن نستفسر عن المردودية التي تحصل عليها بخصوص عملك في هذه</p>	<p>Section instruction changed:</p> <p>We would like to ask you about the feedback you receive</p>

				<p>תָּסֵר דַּמְלָא תְּעַרְף "הַמְרֻדִיָּה" עֲמוּמָא עַל אֲנֶהָ תִּשְׁתַּמַּל עַל אִי רֵדָּה לַעֲבֹל בְּתַרְקָא עַל עֲמַלְךָ הַתְּדִרִישׁ, בְּנֵאָה עַל מֵאֵהָ מִשְׁמַעְתָּה מִן מַעֲטִיּוֹת חֹל עֲמַלְךָ (מִשְׁמַעְתָּה: מִשְׁמַעְתָּה תִּלְכֹּד עַל מִשְׁמַעְתָּה עַל מִשְׁמַעְתָּה, לְכֹל מִשְׁמַעְתָּה עַל מִשְׁמַעְתָּה עַל מִשְׁמַעְתָּה, לְכֹל מִשְׁמַעְתָּה (לְכֹל מִשְׁמַעְתָּה). כִּכֵּל קִדְּמָה מִשְׁמַעְתָּה מִן חֲלָל חֲדִישׁ עִיר רִשְׁמִי מִעֵךְ, אוֹ מִשְׁמַעְתָּה עֲבָרָה תְּקִימָה מִשְׁמַעְתָּה וְרִשְׁמִיָּה.</p> <p>Section instruction changed: רַפְסָה תִּיבֵב קִדְּמָה לַע לְבַקֵּם הַתֵּאשׁ בּוֹשֵׁמֵב קִסוּעַ הַזֶּה קִלַּח הַבּוֹגֵת לֹכֵךְ לְכֹל אוֹהֵשׁ דָּכ, חֲנוּמָה לֹשׁ הַבַּחֲרָה וְתוֹעֲמֵשׁמֵב רַדְגוּמַ "בּוֹשֵׁמֵב" קִדְּמָה לַע קִסֵּאנֵשׁ עֲדִים דָּמֵס לַע דָּלֵשׁ הַאֲרוּהָה לַע לְבַקֵּם הַתֵּאשׁ, אִיהֵשׁ יִגְשִׂיהָ לַע וְאֵהָ דָּלֵשׁ מִידוּמִילָה וְנוֹכַח לַע וְיִיד, דָּלֵשׁ הַאֲרוּהָה תִּפְצַח, לִשְׁמַל) (דִּידִמֵּלֵת. דָּרַעַמֵּם קִלַּח וְאֵהָ תוֹלִמְרוֹפֵה אֵל תוֹחִישׁ תוֹעֲצֵמֵאב לְבַקֵּתָה לְכֹכִי בּוֹשֵׁמָה יִלְמְרוֹפוֹ הַנְּבוּמֵה הַכְּרַעָה.</p>	<p>about your work in this school. 'Feedback' is defined broadly as including any kind of response you receive about your teaching , based on some form of interaction with your work (e.g. observing you teacher students, discussing your curriculum or students' results). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.</p>
TQ-S	Israel	TQ-S-E	D	<p>Section instruction changed: זֶה הַקִּסְמֵם יִתְנַוֵּל בְּתוֹשֵׁעַ אֲסַלִּיבִיק בִּי מַמַּרְסָה הַתְּדִרִישׁ. וְיִמָּה אֲנֵהָ לֹא נִשְׁתַּיֵּעַ בִּי זֶה הַאֲסַתִּיבִין אֵן נַחִיבֵם בְּכֹל נִשְׁמַתֵּךְ הַתְּדִרִישִׁי, אֲחִירָנָה אֵן נִרְכָּז עַל תְּדִרִישְׁכֶּךָ בִּי שִׁפְתֵּי ". וְאֵחָד יִשְׁמָה בִּימָה יִלִּי ב "הַשִּׁפְתֵּי הַמִּקְשׁוֹד בִּי יוֹם 11:00 בְּנֵאָה עַל זֶה, יִרְכָּז מִנְךָ הַתְּפָרֵק עַל אֲוֵל דִּרְס לְכֶךָ בַּעַד הַשָּׂא הַתְּלָתֵהָ הָאַחִיר בִּי הַשִּׁפְתֵּי הַשָּׂא, הַתְּאֵם ו/אוֹ הַתְּאֵם בִּי הַמִּדְרָסָה הַתִּי אֲחִירָת לְהַזֶּה הַבַּחֲרָה. בִּי חָלֵךְ אֲנֵךְ לֹמֵד תְּדַרְסֵם אֵחָד זֶה הַשִּׁפְתֵּי בִּי זֶה הַיּוֹם, הַרְכָּא הַתְּפָרֵק עַל אֲוֵל דִּרְס בִּי אֵחָד זֶה הַשִּׁפְתֵּי (הַשָּׂא/הַתְּאֵם/הַתְּאֵם) מִתְּדִרִישֶׁה ר. זֶה הַשִּׁפְתֵּי סִיכּוֹן הוּא "הַשִּׁפְתֵּי הַמִּקְשׁוֹד" בִּי יִחְלָה אֵת הַתְּלָתֵהָ מִי דַּעַב 43. חֲתִי 35 הַאֲסַתִּיבִין.</p> <p>Section instruction changed: רוֹקֵסֵל וְנִתְלֹכִיב יִאֵשׁ וְיִיכֵם. הַבַּחֲרָה דָּלֵשׁ הַאֲרוּהָה יִכְרַב קוֹסַעִי הַזֶּה קִלַּח תַּחֲא הַתִּיכֵב קִתְּאֲרוּהָה דִּקְמַתֵּן, הַזֶּה וְלֹאשֵׁב דָּלֵשׁ הַאֲרוּהָה קִקִּיהָ לֹכֵךְ תֵּא ". דִּעִיהָ תִּתִּיכֵב "וְלֹהֵל אֲרַקִּיתֵשׁ ז, הַתִּיכֵב וְיִרְחֵאֵה יִשְׁלֵשׁ מוֹיב 11:00 הַעֲשֵׂה יִרְחֵא וְיִשְׁאֲרָה רוֹעִישֵׁל סַחִייתָה דִּעִיהָ תִּתִּיכֵב תֵּא. הַזֶּה קִרְחֵמֵל מִגְדֵּשׁ רַפֵּס תִּיבֵב תְּדִמִּיל הַבֵּשׁ וְאוֹ, ח, סַחִייתָה יִשְׁלֵשׁ מוֹי וְתוֹאֵב תְּדִמִּיל אֵל מֵא. (לְכֹכֵךְ) 43 דַּע 35 תוֹלֵאשֵׁל מוֹיב תְּדִמִּיל הַבֵּשׁ הַתִּיכֵב, הַזֶּה רַפֵּס תִּיבֵב וְאוֹ, ח, ז, הַתִּיכֵב וְיִשְׁאֲרָה רוֹעִישֵׁל תִּרְחֵמֵלֵשׁ.</p>	<p>Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore we use an exemplary approach and focus on the teaching of one class which will be called the "target class" from now on. The target class that we would like you to respond to is the first class attended by 7th, 8th or 9th graders that you taught in this school in one of these subjects after 11 a.m. last Tuesday. Please note that if you do not teach a class at 7th, 8th or 9th grade level on Tuesday, this can be a class taught on a day following the last Tuesday. This is the target class for questions 35-43 (including).</p> <p>Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore we use an exemplary approach and focus on the teaching of one class which will be called the "target class" from now on. The target class that we would like you to respond to is the first class attended by 7th, 8th or 9th graders that you taught in this school in one of these subjects after 11 a.m. last Tuesday.</p>

					This is the target class for questions 35-43 (including). Please note that if you do not teach a class at 7th, 8th or 9th grade level on Tuesday, this can be a class taught on a day following the last Tuesday.
TQ-S	Norway - ISCED1	TQ-S-E	D	<p>Section instruction changed:</p> <p>I det følgende vil vi vite mer i detalj om din undervisningspraksis. Det er ikke mulig å dekke hele bredden av din undervisning i spørreskjemaet, og vi vil derfor begrense spørsmålene til en bestemt undervisningsøkt.</p> <p>Vi ønsker derfor at du tar utgangspunkt i den første undervisningsøkten på barnetrinnet som du underviste i ett av fagområdene nedenfor etter kl. 11 sist tirsdag. Hvis ikke du underviste sist tirsdag etter kl. 11, kan du ta utgangspunkt i en undervisningsøkt en av de påfølgende dagene.</p> <p>I de følgende spørsmålene er det denne bestemte undervisningsøkten vi ber deg ta utgangspunkt i.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one teaching unit.</p> <p>The following questions ask you about a particular teaching unit that you teach. The teaching unit that we would like you to respond to is the first teaching unit that you taught at primary school in one of the subjects listed below after 11 a.m. last Tuesday. Please note that if you had no teaching after 11 a.m. on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the following questions below, it is this specific teaching unit you should refer to.</p>
TQ-S	Norway - ISCED2	TQ-S-E	D	<p>Section instruction changed:</p> <p>I det følgende vil vi vite mer i detalj om din undervisningspraksis. Det er ikke mulig å dekke hele bredden av din undervisning i spørreskjemaet, og vi vil derfor begrense spørsmålene til en bestemt undervisningsøkt.</p> <p>Vi ønsker derfor at du tar utgangspunkt i den første undervisningsøkten på ungdomstrinnet som du underviste i ett av fagområdene nedenfor etter kl. 11 sist tirsdag. Hvis ikke du underviste sist tirsdag etter kl. 11, kan du ta utgangspunkt i en undervisningsøkt en av de påfølgende dagene.</p> <p>I de følgende spørsmålene er det denne bestemte undervisningsøkten vi ber deg ta utgangspunkt i.</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one teaching unit.</p> <p>The following questions ask you about a particular teaching unit that you teach. The teaching unit that we would like you to respond to is the first teaching unit that you taught at lower secondary level in one of the subjects listed below after 11 a.m. last Tuesday. Please note that if you had no teaching after 11 a.m. on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the following questions below, it is this specific teaching unit you should refer to.</p>
TQ-S	Norway - ISCED3	TQ-S-E	D	<p>Section instruction changed:</p> <p>I det følgende vil vi vite mer i detalj om din undervisningspraksis. Det er ikke mulig å dekke hele bredden av din undervisning i spørreskjemaet, og vi vil derfor begrense spørsmålene til en bestemt undervisningsøkt.</p> <p>Vi ønsker derfor at du tar utgangspunkt i den første</p>	<p>Section instruction changed:</p> <p>In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one teaching unit.</p>

				<p>undervisningsøkten i videregående opplæring som du underviste i ett av fagområdene nedenfor etter kl. 11 sist tirsdag. Hvis ikke du underviste sist tirsdag etter kl. 11, kan du ta utgangspunkt i en undervisningsøkt en av de påfølgende dagene.</p> <p>I de følgende spørsmålene er det denne bestemte undervisningsøkten vi ber deg ta utgangspunkt i.</p>	<p>The following questions ask you about a particular teaching unit that you teach. The teaching unit that we would like you to respond to is the first teaching unit that you taught at upper secondary school in one of the subjects listed below after 11 a.m. last Tuesday. Please note that if you had no teaching after 11 a.m. on Tuesday, this can be a class taught on a day following the last Tuesday.</p> <p>In the following questions below, it is this specific teaching unit you should refer to.</p>
TQ-S	Singapore	TQ-S-E	D	Target class	Target class
TQ-S	Sweden	TQ-S-E	D	<p>Section instruction changed:</p> <p>In the following section, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use a method of focusing on the teaching of a specific class/teaching group.</p> <p>The class/teaching group that we would like you to bear in mind when answering the questions is the first class/teaching group that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class/teaching group on Tuesday, this can be a class/teaching group you taught on a day following the last Tuesday.</p> <p>In the questions below, this class/teaching group will be referred to as the chosen teaching group.</p> <p>Section instruction changed:</p> <p>I följande avsnitt tänker vi gå närmare in i detalj på din undervisning. Vi kan inte täcka in hela din undervisning med hjälp av den här enkäten. Därför används en metod som fokuserar på undervisningen i en specifik klass/undervisningsgrupp.</p> <p>Följande frågor rör information om en specifik klass/undervisningsgrupp som du undervisar i. Den klass/undervisningsgrupp vi vill att du ska tänka på när du besvarar frågorna är den första klass/undervisningsgrupp i årskurs 7-9 som du undervisade i den här skolan efter klockan 11.00 på tisdagen. Om du inte undervisar någon klass/undervisningsgrupp i årskurs 7-9 på tisdagen kan du istället välja den klass/undervisningsgrupp du undervisar</p>	<p>Section instruction changed:</p> <p>In the following section, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use a method of focusing on the teaching of a specific class/teaching group.</p> <p>The class/teaching group that we would like you to bear in mind when answering the questions is the first class/teaching group that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a class/teaching group on Tuesday, this can be a class/teaching group you taught on a day following the last Tuesday.</p> <p>In the questions below, this class/teaching group will be referred to as the chosen teaching group.</p>

				närmaste dagen efter den senaste tisdagen. I de följande frågorna kommer denna klass/undervisningsgrupp att refereras till som den utvalda undervisningsgruppen.	
TQ-S	England (United Kingdom)	TQ-S-B	D	Section instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please only consider professional development you have undertaken since your initial teacher training/education.	Section instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please only consider professional development you have undertaken since your initial teacher training/education.
TQ-S	England (United Kingdom)	TQ-S-E	D	Section instruction changed: In the following questions, we want to gather more detail about your teaching practices. However, we cannot cover the whole scope of your teaching within this questionnaire. Therefore, we will focus on the teaching of one specific class. The following questions ask you about a particular class that you teach. Think about the class you were teaching at 11am last Tuesday. If this class was a Key Stage 3 class (11-14 year olds) this is the target class for use in questions 35 to 43. If this class was not a Key Stage 3 class please think about the very next class anytime after 11am last Tuesday, even if it occurred on a following day, that was a Key Stage 3 class. In the questions below, this class will be referred to as the target class.	Section instruction changed: In the following questions, we want to gather more detail about your teaching practices. However, we cannot cover the whole scope of your teaching within this questionnaire. Therefore, we will focus on the teaching of one specific class. The following questions ask you about a particular class that you teach. Think about the class you were teaching at 11am last Tuesday. If this class was a Key Stage 3 class (11-14 year olds) this is the target class for use in questions 35 to 43. If this class was not a Key Stage 3 class please think about the very next class anytime after 11am last Tuesday, even if it occurred on a following day, that was a Key Stage 3 class. In the questions below, this class will be referred to as the target class.
TQ-S	United States	TQ-S-C	D	Section instruction changed: We would like to ask you about the feedback you receive about your work in this school. 'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' performance). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.	Section instruction changed: We would like to ask you about the feedback you receive about your work in this school. 'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' performance). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.
TQ-S	United States	TQ-S-E	D	Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one specific class.	Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one specific class.

				<p>The following questions ask you about a particular class that you teach. The class that we would like you to answer questions about is the first 7th, 8th, or 9th grade class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a 7th, 8th, or 9th grade class on Tuesday, you can answer the following questions about a 7th, 8th, or 9th grade class taught on a day following the Tuesday of last week.</p> <p>In the questions below, this class will be referred to as the target class.</p>	<p>The following questions ask you about a particular class that you teach. The class that we would like you to answer questions about is the first 7th, 8th, or 9th grade class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a 7th, 8th, or 9th grade class on Tuesday, you can answer the following questions about a 7th, 8th, or 9th grade class taught on a day following the Tuesday of last week.</p> <p>In the questions below, this class will be referred to as the target class.</p>
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7.4.4 Country-specific adaptations to the Mathematics Teacher Module

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned *Question group* first, then by *Country*, then by the specific question *Location* affected. Question group and location are given in the notation Questionnaire-QuestionNumber, *e.g.* TQ-07 for question 7 in the teacher questionnaire.

The column *Adaptation - Language of test* contains the national version, column *Adaptation - English backtranslation* describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Data Processing and Research Center during the data processing. For structural adaptations, both columns hold an explanation of the change, *e.g.* “Nationally defined categories”. For non-structural adaptations, for the most part adaptations of terms in pointed brackets (<>), the columns hold the term in the language of test and the back translation of the entire concerned passage into English. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- **Code D: National data are included in the international database.**
This code is used for questions where the specific national version was considered appropriate for comparison.
- **Code X: National data are not included in the international database.**
This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (*e.g.*, not internationally comparable, removed because of NPM request, or removed due to other data problems).

Table 7.11 List of country-specific adaptations to the Mathematics Teacher Module sorted by question group, country and location

Question group	Country	Location	Code	Adaptation - Language of test	Adaptation - English backtranslation
TQM-07A-G	Portugal	TQM-07A-G	D	Nationally defined categories: 1 = Muito improvável 2 = Improvável 3 = Provável 4 = Muito provável	Nationally defined categories: 1 = Very unlikely 2 = Unlikely 3 = Likely 4 = Very likely

7.5 Appendix A5 – Principal codebook

IDSCHOOL

Label	School ID
Type	ID Variable
Level	Nominal
Width/Decimals	4.0
Columns	1-4
Range	
ValueScheme	
MissingScheme	0

IDCNTRY

Label	Country ID - Numeric Code
Type	Integer
Level	Nominal
Width/Decimals	5.0
Columns	5-9
Range	
ValueScheme	58: Country codes
36	Australia
76	Brazil
100	Bulgaria
152	Chile
191	Croatia
196	Cyprus ³²
203	Czech Republic
208	Denmark
233	Estonia
246	Finland
250	France

³² See footnotes 2 and 3 at the beginning of this User Guide.

352	Iceland
376	Israel
380	Italy
392	Japan
410	Korea
428	Latvia
458	Malaysia
484	Mexico
528	Netherlands
578	Norway
616	Poland
620	Portugal
688	Serbia
702	Singapore
703	Slovak Republic
724	Spain
752	Sweden
840	United States
926	England (United Kingdom)
956	Flanders (Belgium)
3166	Romania
7842	Abu Dhabi (United Arab Emirates)
9134	Alberta (Canada)

MissingScheme	3: Cleaning missing scheme (numeric)
. / 99997	Default
.A / 99998	Not applicable
. / 99999	Not stated

IDCNTRYR

Label	Country ID - Order for International Report
Type	Integer
Level	Nominal
Width/Decimals	5.0
Columns	10-14
Range	
ValueScheme	67: Country codes for reporting

-
- 1 Australia
 - 2 Brazil
 - 3 Bulgaria
 - 4 Chile
 - 5 Croatia
 - 6 Cyprus³³
 - 7 Czech Republic
 - 8 Denmark
 - 9 Estonia
 - 10 Finland
 - 11 France
 - 12 Iceland
 - 13 Israel
 - 14 Italy
 - 15 Japan
 - 16 Korea
 - 17 Latvia
 - 18 Malaysia
 - 19 Mexico
 - 20 Netherlands
 - 21 Norway
 - 22 Poland
 - 23 Portugal
 - 24 Romania
 - 25 Serbia
 - 26 Singapore
 - 27 Slovak Republic
 - 28 Spain
 - 29 Sweden
 - 30 Abu Dhabi (United Arab Emirates)
 - 31 Alberta (Canada)
 - 32 England (United Kingdom)
 - 33 Flanders (Belgium)
 - 34 United States

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 99997 Default
 .A / 99998 Not applicable

³³ See footnotes 2 and 3 at the beginning of this User Guide.

. / 99999 Not stated

CNTRY

Label	Country ID - Alpha Code
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	3.0
Columns	15-17
Range	
ValueScheme	
MissingScheme	0

IDCNTPOP

Label	Country Alpha Code and ISCED Level
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	4.0
Columns	18-21
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

PISASCHOOLID

Label	PISA School ID
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	5.0

Columns 22-26
Range
ValueScheme
MissingScheme 0

IDSCHOOLS

Label Scrambled School ID
Type ID Variable
Level Nominal
Width/Decimals 4.0
Columns 27-30
Range
ValueScheme
MissingScheme 0

CPART

Label Principal Final Participation Indicator
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 38-38
Range
ValueScheme 54: Final Participation Indicator - School
1 Participated
2 Absent
3 Not part of sample

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

IDLANG

Label	Language ID
Type	Integer
Level	Nominal
Width/Decimals	2.0
Columns	39-40
Range	
ValueScheme	46: Languages (Country Alpha ISO, 3 - language ISO,2)
1	AAD-ar
2	AAD-en
3	AUS-en
4	BFL-nl
5	BGR-bg
6	BRA-pt
7	CAB-en
8	CHL-es
9	CYP-el
10	CYP-en
11	CZE-cs
12	DNK-da
13	ENG-en
14	ESP-ca
15	ESP-es
16	ESP-eu
17	ESP-gl
18	ESP-va
19	EST-et
20	FIN-fi
21	FIN-sv
22	FRA-fr
23	HRV-hr
24	ISL-is
25	ISR-ar
26	ISR-he
27	ITA-it
28	JPN-ja
29	KOR-ko
30	LVA-lv
31	MEX-es
32	MYS-ms

33 NLD-nl
34 NOR-nb
35 POL-pl
36 PRT-pt
37 ROU-ro
38 SGP-en
39 SRB-sr
40 SVK-sk
41 SWE-sv
42 USA-en

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

MODEA_PrQ

Label Principal Questionnaire assigned mode
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 274-274
Range
ValueScheme 60: Online (1) / Paper (2)
1 Online
2 Paper

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

DPCDATE

Label	Date
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	8.0
Columns	278-285
Range	
ValueScheme	
MissingScheme	0

VERSION

Label	Version
Type	Integer
Level	Nominal
Width/Decimals	2.0
Columns	286-287
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 97	Default
.A / 98	Not applicable
. / 99	Not stated

TC2G01

Label	Personal Background/ Are you female or male?
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	288-288
Range	
ValueScheme	3: Female (1)/ Male (2)
1	Female
2	Male
MissingScheme	1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G02

Label Personal Background/ How old are you?
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 289-290
Range [20..80] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TC2G03

Label Personal Background/ What is the highest level of formal education you have completed?
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 291-291
Range
ValueScheme 4: ISCED Levels (1-4)
1 <Below ISCED Level 5>
2 <ISCED Level 5B>
3 <ISCED Level 5A>
4 <ISCED Level 6>

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G04A

Label Personal Background/ Experience/ Year(s) working as a principal at this school
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 292-293
Range [0..60] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TC2G04B

Label Personal Background/ Experience/ Year(s) working as a principal in total
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 294-295
Range [0..60] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TC2G04C

Label	Personal Background/ Experience/ Year(s) working in other school management roles
Type	Integer
Level	Ratio
Width/Decimals	2.0
Columns	296-297
Range	[0..60] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 97	Not reached
.A / 98	Not administered
. / 99	Omitted or Invalid

TC2G04D

Label	Personal Background/ Experience/ Year(s) working as a teacher in total
Type	Integer
Level	Ratio
Width/Decimals	2.0
Columns	298-299
Range	[0..60] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 97	Not reached
.A / 98	Not administered
. / 99	Omitted or Invalid

TC2G04E

Label	Personal Background/ Experience/ Year(s) working in other jobs
Type	Integer
Level	Ratio
Width/Decimals	2.0
Columns	300-301
Range	[0..60] forced: False
ValueScheme	

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TC2G05

Label Personal Background/ What is your current employment status as a principal?
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 302-302
Range
ValueScheme 35: Employment status full-time/part-time (1-4)
1 Full-time (more than 90% of full-time hours) without teaching obligation
2 Full-time (more than 90% of full-time hours) with teaching obligation
3 Part-time (less than 90% of full-time hours) without teaching obligation
4 Part-time (less than 90% of full-time hours) with teaching obligation

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G06A

Label Personal Background/ Your formal education/ School administration or principal training
programme or course
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 303-303
Range
ValueScheme 45: Before/After/... (1-4)
1 Before

2 After
3 Before and After
4 Never

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G06B

Label Personal Background/ Your formal education/ Teacher training/education programme or course
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 304-304
Range
ValueScheme 45: Before/After/... (1-4)
1 Before
2 After
3 Before and After
4 Never

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G06C

Label Personal Background/ Your formal education/ Instructional leadership training or course
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 305-305

Range
ValueScheme 45: Before/After/... (1-4)
1 Before
2 After
3 Before and After
4 Never

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G07A1

Label Personal Background/ Professional development/ In a professional network, mentoring or research activity/ Participation
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 306-306
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G07A2

Label Personal Background/ Professional development/ In a professional network, mentoring or research activity/ Duration
Type Integer

Level	Ratio
Width/Decimals	3.0
Columns	307-309
Range	[0..365] forced: False
ValueScheme	
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996	Logically not applicable
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TC2G07B1

Label	Personal Background/ Professional development/ In courses conferences or observational visits/ Participation
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	310-310
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G07B2

Label	Personal Background/ Professional development/ In courses, conferences or observational visits/ Duration
Type	Integer
Level	Ratio

Width/Decimals 3.0
Columns 311-313
Range [0..365] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G07C1

Label Personal Background/ Professional development/ Other/ Participation
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 314-314
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G07C2

Label Personal Background/ Professional development/ Other/ Duration
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 315-317
Range [0..365] forced: False

ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G08A

Label Personal Background/ Barriers to professional development/ I do not have the pre-requisites
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 318-318
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G08B

Label Personal Background/ Barriers to professional development/ Professional development is too expensive/unaffordable
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 319-319
Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TC2G08C

Label Personal Background/ Barriers to professional development/ There is a lack of employer support

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 320-320

Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TC2G08D

Label Personal Background/ Barriers to professional development/ Professional development conflicts
with my work schedule

Type Integer

Level	Ordinal
Width/Decimals	1.0
Columns	321-321
Range	
ValueScheme	17: Level of agreement (1-4)
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G08E

Label	Personal Background/ Barriers to professional development/ I do not have time because of family responsibilities
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	322-322
Range	
ValueScheme	17: Level of agreement (1-4)
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G08F

Label Personal Background/ Barriers to professional development/ There is no relevant professional development offered
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 323-323
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G08G

Label Personal Background/ Barriers to professional development/ There are no incentives for participating in such activities
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 324-324
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G09

Label School Background/ Which best describes this school's location?
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 325-325
Range
ValueScheme 44: People living in school's location (1-6)
1 [Hamlet or rural area] (1,000 people or fewer)
2 [Village] (1,001 to 3,000 people)
3 [Small town] (3,001 to 15,000 people)
4 [Town] (15,001 to 100,000 people)
5 [City] (100,001 to 1,000,000)
6 [Large city] (more than 1,000,000 people)

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G10

Label School Background/ Is this school publicly- or privately-managed?
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 326-326
Range
ValueScheme 43: Publicly-managed (1) / Privately-managed (2)
1 Publicly-managed
2 Privately-managed

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G11A

Label School Background/ Funding of this school/ 50% or more of the school's funding comes from the
<government>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 327-327
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G11B

Label School Background/ Funding of this school/ Teaching personnel are funded by the <government>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 328-328
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G12A

Label School Background/ Number of staff/ Teachers, irrespective of the grades/ages they teach
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 329-331
Range [0..100] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G12B

Label School Background/ Number of staff/ Personnel for pedagogical support, irrespective of the grades/ages they support
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 332-334
Range [0..30] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G12C

Label School Background/ Number of staff/ School administrative personnel
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 335-337
Range [0..30] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G12D

Label School Background/ Number of staff/ School management personnel
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 338-340
Range [0..30] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G12E

Label School Background/ Number of staff/ Other staff
Type Integer
Level Ratio

Width/Decimals 3.0
Columns 341-343
Range [0..30] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G13A1

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 0>/ Level/programme taught
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 344-344
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G13A2

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 0>/ Competition
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 345-345
Range
ValueScheme 30: Amount of schools (1-3)

-
- 1 Two or more other schools
 - 2 One other school
 - 3 No other schools

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G13B1

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 1>/ Level/programme taught
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 346-346
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G13B2

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 1>/ Competition
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 347-347
Range

ValueScheme 30: Amount of schools (1-3)

1 Two or more other schools

2 One other school

3 No other schools

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G13C1

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 2>/ Level/programme taught

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 348-348

Range

ValueScheme 1: Yes (1) / No (2)

1 Yes

2 No

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G13C2

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 2>/ Competition

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 349-349

Range
 ValueScheme 30: Amount of schools (1-3)
 1 Two or more other schools
 2 One other school
 3 No other schools

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G13D1

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 3> general education/
 Level/programme taught
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 350-350
 Range
 ValueScheme 1: Yes (1) / No (2)
 1 Yes
 2 No

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G13D2

Label School Background/ <ISCED levels> or programmes taught/ <ISCED level 3> general education/
 Competition
 Type Integer

Level	Ordinal
Width/Decimals	1.0
Columns	351-351
Range	
ValueScheme	30: Amount of schools (1-3)
	1 Two or more other schools
	2 One other school
	3 No other schools
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G13E1

Label	School Background/ <ISCED levels> or programmes taught/ <ISCED level 3> vocational or technical/ Level/programme taught
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	352-352
Range	
ValueScheme	1: Yes (1) / No (2)
	1 Yes
	2 No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G13E2

Label	School Background/ <ISCED levels> or programmes taught/ <ISCED level 3> vocational or technical/ Competition
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	353-353
Range	
ValueScheme	30: Amount of schools (1-3)
	1 Two or more other schools
	2 One other school
	3 No other schools
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
	.B / 6 Logically not applicable
	.R / 7 Not reached
	.A / 8 Not administered
	. / 9 Omitted or Invalid

TC2G14

Label	School Background/ What is the current school enrolment, i.e. the number of students of all grades/ages in this school?
Type	Integer
Level	Ratio
Width/Decimals	4.0
Columns	354-357
Range	[0..1500] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
	.R / 9997 Not reached
	.A / 9998 Not administered
	. / 9999 Omitted or Invalid

TC2G15A

Label	School Background/ Percentage of students with following characteristics/ Students whose [first language] is different
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	358-358
Range	
ValueScheme	16: Percentage (1-5)
	1 None
	2 1% to 10%
	3 11% to 30%
	4 31% to 60%
	5 More than 60%
MissingScheme	1: Background missing scheme (numeric)
	.R / 7 Not reached
	.A / 8 Not administered
	. / 9 Omitted or Invalid

TC2G15B

Label	School Background/ Percentage of students with following characteristics/ Students with special needs
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	359-359
Range	
ValueScheme	16: Percentage (1-5)
	1 None
	2 1% to 10%
	3 11% to 30%
	4 31% to 60%
	5 More than 60%
MissingScheme	1: Background missing scheme (numeric)
	.R / 7 Not reached
	.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G15C

Label School Background/ Percentage of students with following characteristics/ Students from disadvantaged homes
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 360-360
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%
4 31% to 60%
5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G16

Label School Leadership/ Do you have a school management team?
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 361-361
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17A

Label School Leadership/ Represented on your school management team/ You, as principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 362-362
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17B

Label School Leadership/ Represented on your school management team/ [Vice/deputy principal or assistant principal]
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 363-363
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17C

Label School Leadership/ Represented on your school management team/ Financial manager
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 364-364
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17D

Label School Leadership/ Represented on your school management team/ Department heads
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 365-365
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes

2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17E

Label School Leadership/ Represented on your school management team/ Teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 366-366
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17F

Label School Leadership/ Represented on your school management team/ Representative(s) from school
<governing boards>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 367-367
Range

ValueScheme 1: Yes (1) / No (2)

1 Yes

2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G17G

Label School Leadership/ Represented on your school management team/ Parents or guardians

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 368-368

Range

ValueScheme 1: Yes (1) / No (2)

1 Yes

2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G17H

Label School Leadership/ Represented on your school management team/ Students

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 369-369

Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G17I

Label School Leadership/ Represented on your school management team/ Other
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 370-370
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18A1

Label School Leadership/ Significant responsibility/ Appointing or hiring teachers/ You, as principal
Type Integer
Level Nominal
Width/Decimals 1.0

Columns 371-371
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18A2

Label School Leadership/ Significant responsibility/ Appointing or hiring teachers/ Other members of management team
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 372-372
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18A3

Label School Leadership/ Significant responsibility/ Appointing or hiring teachers/ Teachers
Type Integer
Level Nominal
Width/Decimals 1.0

Columns 373-373
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18A4

Label School Leadership/ Significant responsibility/ Appointing or hiring teachers/ School
<governing board>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 374-374
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18A5

Label School Leadership/ Significant responsibility/ Appointing or hiring teachers/ <local, regional
or national> authority
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 375-375
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18B1

Label School Leadership/ Significant responsibility/ Dismissing teachers/ You, as principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 376-376
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18B2

Label School Leadership/ Significant responsibility/ Dismissing teachers/ Other members of
management team
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 377-377
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18B3

Label School Leadership/ Significant responsibility/ Dismissing teachers/ Teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 378-378
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18B4

Label School Leadership/ Significant responsibility/ Dismissing teachers/ School <governing board>
Type Integer
Level Nominal
Width/Decimals 1.0

Columns 379-379
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18B5

Label School Leadership/ Significant responsibility/ Dismissing teachers/ <local, regional or national> authority
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 380-380
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18C1

Label School Leadership/ Significant responsibility/ Establishing teachers' salaries/ You, as principal
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 381-381
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18C2

Label School Leadership/ Significant responsibility/ Establishing teachers' salaries/ Other members
of management team
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 382-382
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18C3

Label School Leadership/ Significant responsibility/ Establishing teachers' salaries/ Teachers
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 383-383
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18C4

Label School Leadership/ Significant responsibility/ Establishing teachers' salaries/ School
<governing board>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 384-384
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G18C5

Label School Leadership/ Significant responsibility/ Establishing teachers' salaries/ <local,
regional or national> authority
Type Integer

Level	Nominal
Width/Decimals	1.0
Columns	385-385
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18D1

Label	School Leadership/ Significant responsibility/ Determining salary increases/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	386-386
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18D2

Label	School Leadership/ Significant responsibility/ Determining salary increases/ Other members of management team
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	387-387
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18D3

Label	School Leadership/ Significant responsibility/ Determining salary increases/ Teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	388-388
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18D4

Label	School Leadership/ Significant responsibility/ Determining salary increases/ School <governing board>
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	389-389
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18D5

Label	School Leadership/ Significant responsibility/ Determining salary increases/ <local, regional or national> authority
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	390-390
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18E1

Label	School Leadership/ Significant responsibility/ Budget allocations/ You, as principal
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	391-391
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18E2

Label	School Leadership/ Significant responsibility/ Budget allocations/ Other members of management team
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	392-392
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18E3

Label	School Leadership/ Significant responsibility/ Budget allocations/ Teachers
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	393-393
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18E4

Label	School Leadership/ Significant responsibility/ Budget allocations/ School <governing board>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	394-394
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18E5

Label	School Leadership/ Significant responsibility/ Budget allocations/ <local, regional or national> authority
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	395-395
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18F1

Label	School Leadership/ Significant responsibility/ Student disciplinary policies/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	396-396
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18F2

Label	School Leadership/ Significant responsibility/ Student disciplinary policies/ Other members of management team
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	397-397
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18F3

Label	School Leadership/ Significant responsibility/ Student disciplinary policies/ Teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	398-398
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18F4

Label	School Leadership/ Significant responsibility/ Student disciplinary policies/ School <governing board>
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	399-399
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18F5

Label	School Leadership/ Significant responsibility/ Student disciplinary policies/ <local, regional or national> authority
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	400-400
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18G1

Label	School Leadership/ Significant responsibility/ Student assessment policies/ You, as principal
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	401-401
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18G2

Label	School Leadership/ Significant responsibility/ Student assessment policies/ Other members of management team
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	402-402
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18G3

Label	School Leadership/ Significant responsibility/ Student assessment policies/ Teachers
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	403-403
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18G4

Label	School Leadership/ Significant responsibility/ Student assessment policies/ School <governing board>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	404-404
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18G5

Label	School Leadership/ Significant responsibility/ Student assessment policies/ <local, regional or national> authority
-------	---

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	405-405
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18H1

Label	School Leadership/ Significant responsibility/ Approving students for admission/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	406-406
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18H2

Label	School Leadership/ Significant responsibility/ Approving students for admission/ Other members
-------	--

	of management team
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	407-407
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18H3

Label	School Leadership/ Significant responsibility/ Approving students for admission/ Teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	408-408
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18H4

Label	School Leadership/ Significant responsibility/ Approving students for admission/ School
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	<governing board>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	409-409
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18H5

Label	School Leadership/ Significant responsibility/ Approving students for admission/ <local, regional or national> authority
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	410-410
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18I1

Label	School Leadership/ Significant responsibility/ Choosing learning materials/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	411-411
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18I2

Label	School Leadership/ Significant responsibility/ Choosing learning materials/ Other members of management team
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	412-412
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18I3

Label	School Leadership/ Significant responsibility/ Choosing learning materials/ Teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	413-413
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18I4

Label	School Leadership/ Significant responsibility/ Choosing learning materials/ School <governing board>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	414-414
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18I5

Label	School Leadership/ Significant responsibility/ Choosing learning materials/ <local, regional or national> authority
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	415-415
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18J1

Label	School Leadership/ Significant responsibility/ Determining course content/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	416-416
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18J2

Label	School Leadership/ Significant responsibility/ Determining course content/ Other members of management team
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	417-417
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18J3

Label	School Leadership/ Significant responsibility/ Determining course content/ Teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	418-418
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18J4

Label	School Leadership/ Significant responsibility/ Determining course content/ School <governing board>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	419-419
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18J5

Label	School Leadership/ Significant responsibility/ Determining course content/ <local, regional or national> authority
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	420-420
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18K1

Label	School Leadership/ Significant responsibility/ Deciding courses offered/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	421-421
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18K2

Label	School Leadership/ Significant responsibility/ Deciding courses offered/ Other members of management team
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	422-422
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18K3

Label	School Leadership/ Significant responsibility/ Deciding courses offered/ Teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	423-423
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18K4

Label	School Leadership/ Significant responsibility/ Deciding courses offered/ School <governing board>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	424-424
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G18K5

Label School Leadership/ Significant responsibility/ Deciding courses offered/ <local, regional or national> authority
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 425-425
 Range
 ValueScheme 2: Marked (1)/ Not marked (2)
 1 Marked
 2 Not marked

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G19A

Label School Leadership/ Percentage of time spent on tasks in school/ Administrative and leadership tasks
 Type Integer
 Level Ratio
 Width/Decimals 3.0
 Columns 426-428
 Range [0..100] forced: False
 ValueScheme
 MissingScheme 1: Background missing scheme (numeric)
 .R / 997 Not reached
 .A / 998 Not administered
 . / 999 Omitted or Invalid

TC2G19B

Label School Leadership/ Percentage of time spent on tasks in school/ Curriculum and

	teaching-related tasks
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	429-431
Range	[0..100] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TC2G19C

Label	School Leadership/ Percentage of time spent on tasks in school/ Student interactions
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	432-434
Range	[0..50] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TC2G19D

Label	School Leadership/ Percentage of time spent on tasks in school/ Parent or guardian interactions
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	435-437
Range	[0..50] forced: False
ValueScheme	

MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G19E

Label School Leadership/ Percentage of time spent on tasks in school/ Interactions with community,
business and industry
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 438-440
Range [0..50] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G19F

Label School Leadership/ Percentage of time spent on tasks in school/ Other
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 441-443
Range [0..50] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TC2G20A

Label School Leadership/ Indicate if you engaged in/ I used student performance and student evaluation results
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 444-444
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G20B

Label School Leadership/ Indicate if you engaged in/ I worked on a professional development plan for this school
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 445-445
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21A

Label School Leadership/ Indicate how frequently you engaged in/ I collaborated with teachers to solve discipline problems
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 446-446
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely
2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21B

Label School Leadership/ Indicate how frequently you engaged in/ I observed instruction in classroom
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 447-447
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely
2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21C

Label School Leadership/ Indicate how frequently you engaged in/ Supporting co-operation among teachers
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 448-448
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely
2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21D

Label School Leadership/ Indicate how frequently you engaged in/ Teachers responsibility for improving teaching skills
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 449-449
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely

2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21E

Label School Leadership/ Indicate how frequently you engaged in/ Teachers responsibility for learning outcomes
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 450-450
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely
2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21F

Label School Leadership/ Indicate how frequently you engaged in/ I provided parents or guardians with information
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 451-451
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely
2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21G

Label School Leadership/ Indicate how frequently you engaged in/ I checked for mistakes in school procedures
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 452-452
Range
ValueScheme 31: Frequency temporal (1-4)
1 Never or rarely
2 Sometimes
3 Often
4 Very often

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G21H

Label	School Leadership/ Indicate how frequently you engaged in/ I resolved problems with the lessons timetable
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	453-453
Range	
ValueScheme	31: Frequency temporal (1-4)
	1 Never or rarely
	2 Sometimes
	3 Often
	4 Very often
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G21I

Label	School Leadership/ Indicate how frequently you engaged in/ I collaborated with principals from other schools
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	454-454
Range	
ValueScheme	31: Frequency temporal (1-4)
	1 Never or rarely
	2 Sometimes
	3 Often
	4 Very often
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G22A

Label School Leadership/ Statements applied to this school/ Staff has opportunities to actively participate in decisions

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 455-455

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G22B

Label School Leadership/ Statements applied to this school/ Parents have opportunities to actively participate in decisions

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 456-456

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G22C

Label School Leadership/ Statements applied to this school/ Students with opportunities to participate
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 457-457
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G22D

Label School Leadership/ Statements applied to this school/ I make the important decisions on my own
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 458-458
Range
ValueScheme 17: Level of agreement (1-4)

-
- 1 Strongly disagree
 - 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G22E

Label School Leadership/ Statements applied to this school/ There is a collaborative culture

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 459-459

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G23

Label School Leadership/ Do you have a school <governing board>?

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 460-460
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G24A

Label School Leadership/ School <governing board>/ <local, municipality/regional, state, or national/federal> authority
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 461-461
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G24B

Label School Leadership/ School <governing board>/ Members of the school management team
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 462-462
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G24C

Label School Leadership/ School <governing board>/ School administrative personnel
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 463-463
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G24D

Label School Leadership/ School <governing board>/ Teachers
Type Integer

Level	Nominal
Width/Decimals	1.0
Columns	464-464
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G24E

Label	School Leadership/ School <governing board>/ Parents or guardians
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	465-465
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G24F

Label	School Leadership/ School <governing board>/ Students
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Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	466-466
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G24G

Label	School Leadership/ School <governing board>/ Trade unions
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	467-467
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G24H

Label	School Leadership/ School <governing board>/ Representatives of business or private institution
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	468-468
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G24I

Label	School Leadership/ School <governing board>/ Others
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	469-469
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G25A

Label	School Leadership/ Provision of the following to parents/ Workshops or courses for parents or guardians
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	470-470
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G25B

Label	School Leadership/ Provision of the following to parents/ Services to support parents' or guardians' participation
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	471-471
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G25C

Label School Leadership/ Provision of the following to parents/ Support for parental association(s)
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 472-472
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G25D

Label School Leadership/ Provision of the following to parents/ Parental meeting(s)
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 473-473
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26A

Label School Leadership/ Limiting effectiveness as a principal/ Inadequate school budget and resources
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 474-474
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26B

Label School Leadership/ Limiting effectiveness as a principal/ Government regulation and policy
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 475-475
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26C

Label School Leadership/ Limiting effectiveness as a principal/ Teachers' absences
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 476-476
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26D

Label School Leadership/ Limiting effectiveness as a principal/ Lack of parent or guardian involvement and support
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 477-477
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26E

Label School Leadership/ Limiting effectiveness as a principal/ Teachers' career-based wage system
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 478-478
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26F

Label School Leadership/ Limiting effectiveness as a principal/ Lack of opportunities for my own professional development
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 479-479
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little

3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26G

Label School Leadership/ Limiting effectiveness as a principal/ Lack of opportunities for teachers' professional development
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 480-480
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26H

Label School Leadership/ Limiting effectiveness as a principal/ High workload and level of responsibilities in my job
Type Integer
Level Ordinal
Width/Decimals 1.0

Columns 481-481
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G26I

Label School Leadership/ Limiting effectiveness as a principal/ Lack of shared leadership with other
school staff members
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 482-482
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G27A

Label Teacher Formal Appraisal/ Teacher is formally appraised by/ You, as principal
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 483-483
 Range
 ValueScheme 12: Frequency (times per year 1-5)
 1 Never
 2 Less than once every two years
 3 Once every two years
 4 Once per year
 5 Twice or more per year

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G27B

Label Teacher Formal Appraisal/ Teacher is formally appraised by/ Other members of the school
 management team
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 484-484
 Range
 ValueScheme 12: Frequency (times per year 1-5)
 1 Never
 2 Less than once every two years
 3 Once every two years
 4 Once per year
 5 Twice or more per year

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G27C

Label Teacher Formal Appraisal/ Teacher is formally appraised by/ Assigned mentors
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 485-485
Range
ValueScheme 12: Frequency (times per year 1-5)
1 Never
2 Less than once every two years
3 Once every two years
4 Once per year
5 Twice or more per year

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G27D

Label Teacher Formal Appraisal/ Teacher is formally appraised by/ Teachers (who are not part of the school management team)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 486-486
Range
ValueScheme 12: Frequency (times per year 1-5)
1 Never
2 Less than once every two years
3 Once every two years
4 Once per year

5 Twice or more per year

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G27E

Label Teacher Formal Appraisal/ Teacher is formally appraised by/ External individuals or bodies

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 487-487

Range

ValueScheme 12: Frequency (times per year 1-5)

1 Never

2 Less than once every two years

3 Once every two years

4 Once per year

5 Twice or more per year

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G28A1

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Direct observation of teaching/ External individuals

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 488-488

Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28A2

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Direct observation of teaching/ You, as principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 489-489
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28A3

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Direct observation of teaching/ Members of school management
Type Integer

Level	Nominal
Width/Decimals	1.0
Columns	490-490
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28A4

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Direct observation of teaching/ Assigned mentors
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	491-491
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28A5

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Direct observation of teaching/ Other teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	492-492
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28A6

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Direct observation of teaching/ Not used in this school
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	493-493
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28B1

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Student surveys/ External individuals
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	494-494
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28B2

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Student surveys/ You, as principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	495-495
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28B3

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Student surveys/ Members of school management
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 496-496
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28B4

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Student surveys/ Assigned mentors
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 497-497
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28B5

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Student surveys/ Other teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 498-498
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28B6

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Student surveys/ Not used in this school
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 499-499
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G28C1

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Assessments of teachers knowledge/
External individuals
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 500-500
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28C2

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Assessments of teachers knowledge/ You,
as principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 501-501
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28C3

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Assessments of teachers knowledge/
Members of school management
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 502-502
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28C4

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Assessments of teachers knowledge/
Assigned mentors
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 503-503
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked

2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G28C5

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Assessments of teachers knowledge/ Other teachers

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 504-504

Range

ValueScheme 2: Marked (1)/ Not marked (2)

1 Marked

2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G28C6

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Assessments of teachers knowledge/ Not used in this school

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 505-505

Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28D1

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Analysis of students' test scores/
External individuals
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 506-506
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28D2

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Analysis of students' test scores/ You,
as principal
Type Integer

Level	Nominal
Width/Decimals	1.0
Columns	507-507
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28D3

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Analysis of students' test scores/ Members of school management
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	508-508
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28D4

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Analysis of students' test scores/
 Assigned mentors
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 509-509
 Range
 ValueScheme 2: Marked (1)/ Not marked (2)
 1 Marked
 2 Not marked

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G28D5

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Analysis of students' test scores/ Other
 teachers
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 510-510
 Range
 ValueScheme 2: Marked (1)/ Not marked (2)
 1 Marked
 2 Not marked

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G28D6

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Analysis of students' test scores/ Not used in this school
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 511-511
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28E1

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Teachers' self-assessments/ External individuals
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 512-512
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28E2

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Teachers' self-assessments/ You, as principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 513-513
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28E3

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Teachers' self-assessments/ Members of school management
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 514-514
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28E4

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Teachers' self-assessments/ Assigned
mentors
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 515-515
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28E5

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Teachers' self-assessments/ Other
teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 516-516
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28E6

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Teachers' self-assessments/ Not used in this school
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 517-517
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28F1

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Discussion about feedback by parents/ External individuals
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 518-518
Range

ValueScheme 2: Marked (1)/ Not marked (2)

1 Marked

2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G28F2

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Discussion about feedback by parents/
You, as principal

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 519-519

Range

ValueScheme 2: Marked (1)/ Not marked (2)

1 Marked

2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G28F3

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Discussion about feedback by parents/
Members of school management

Type Integer

Level Nominal

Width/Decimals 1.0
Columns 520-520
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28F4

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Discussion about feedback by parents/
Assigned mentors
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 521-521
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G28F5

Label Teacher Formal Appraisal/ Tasks as part of appraisal/ Discussion about feedback by parents/

	Other teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	522-522
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G28F6

Label	Teacher Formal Appraisal/ Tasks as part of appraisal/ Discussion about feedback by parents/ Not used in this school
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	523-523
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G29A

Label Teacher Formal Appraisal/ Following an appraisal/ Measures to remedy any weaknesses in teaching are discussed
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 524-524
Range
ValueScheme 14: Frequency (1-4)
1 Never
2 Sometimes
3 Most of the time
4 Always

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G29B

Label Teacher Formal Appraisal/ Following an appraisal/ A development or training plan is developed for each teacher
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 525-525
Range
ValueScheme 14: Frequency (1-4)
1 Never
2 Sometimes
3 Most of the time
4 Always

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G29C

Label Teacher Formal Appraisal/ Following an appraisal/ Material sanctions such as reduced annual increases in pay are imposed
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 526-526
Range
ValueScheme 14: Frequency (1-4)
1 Never
2 Sometimes
3 Most of the time
4 Always

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G29D

Label Teacher Formal Appraisal/ Following an appraisal/ A mentor is appointed to help the teacher improve his/her teaching
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 527-527
Range
ValueScheme 14: Frequency (1-4)

-
- 1 Never
 - 2 Sometimes
 - 3 Most of the time
 - 4 Always

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

- .B / 6 Logically not applicable
- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TC2G29E

Label Teacher Formal Appraisal/ Following an appraisal/ A change in a teacher's work responsibilities

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 528-528

Range

ValueScheme 14: Frequency (1-4)

- 1 Never
- 2 Sometimes
- 3 Most of the time
- 4 Always

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

- .B / 6 Logically not applicable
- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TC2G29F

Label Teacher Formal Appraisal/ Following an appraisal/ A change in a teacher's salary or a payment of a financial bonus

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	529-529
Range	
ValueScheme	14: Frequency (1-4)
1	Never
2	Sometimes
3	Most of the time
4	Always
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G29G

Label	Teacher Formal Appraisal/ Following an appraisal/ A change in the likelihood of a teacher's career advancement
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	530-530
Range	
ValueScheme	14: Frequency (1-4)
1	Never
2	Sometimes
3	Most of the time
4	Always
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G29H

Label Teacher Formal Appraisal/ Following an appraisal/ Dismissal or non-renewal of contract
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 531-531
Range
ValueScheme 14: Frequency (1-4)
1 Never
2 Sometimes
3 Most of the time
4 Always

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G30A

Label School Climate/ Statements applied to this school/ The school staff share a common set of beliefs about schooling
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 532-532
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G30B

Label School Climate/ Statements applied to this school/ There is a high level of co-operation
between school and community
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 533-533
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G30C

Label School Climate/ Statements applied to this school/ School staff has an open discussion about
difficulties
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 534-534
Range
ValueScheme 17: Level of agreement (1-4)

-
- 1 Strongly disagree
 - 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G30D

Label School Climate/ Statements applied to this school/ There is mutual respect for colleagues' ideas

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 535-535

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G30E

Label School Climate/ Statements applied to this school/ There is a culture of sharing success

Type Integer

Level Ordinal

Width/Decimals 1.0
Columns 536-536
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G30F

Label School Climate/ Statements applied to this school/ The relationships between teachers and students are good
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 537-537
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G31A

Label	School Climate/ Capacity to provide quality instruction/ Shortage of qualified and/or [well performing] teachers
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	538-538
Range	
ValueScheme	7: Quantity - extent (1-4)
	1 Not at all
	2 Very little
	3 To some extent
	4 A lot
MissingScheme	1: Background missing scheme (numeric)
	.R / 7 Not reached
	.A / 8 Not administered
	. / 9 Omitted or Invalid

TC2G31B

Label	School Climate/ Capacity to provide quality instruction/ Shortage of teachers with special competence
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	539-539
Range	
ValueScheme	7: Quantity - extent (1-4)
	1 Not at all
	2 Very little
	3 To some extent
	4 A lot
MissingScheme	1: Background missing scheme (numeric)
	.R / 7 Not reached
	.A / 8 Not administered
	. / 9 Omitted or Invalid

TC2G31C

Label	School Climate/ Capacity to provide quality instruction/ Shortage of vocational teachers
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	540-540
Range	
ValueScheme	7: Quantity - extent (1-4)
1	Not at all
2	Very little
3	To some extent
4	A lot
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G31D

Label	School Climate/ Capacity to provide quality instruction/ Shortage or inadequacy of instructional materials
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	541-541
Range	
ValueScheme	7: Quantity - extent (1-4)
1	Not at all
2	Very little
3	To some extent
4	A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G31E

Label School Climate/ Capacity to provide quality instruction/ Shortage or inadequacy of computers
for instruction
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 542-542
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G31F

Label School Climate/ Capacity to provide quality instruction/ Insufficient internet access
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 543-543
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all

2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G31G

Label School Climate/ Capacity to provide quality instruction/ Shortage or inadequacy of computer software for instruction
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 544-544
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G31H

Label School Climate/ Capacity to provide quality instruction/ Shortage or inadequacy of library materials
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 545-545
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G31I

Label School Climate/ Capacity to provide quality instruction/ Shortage of support personnel
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 546-546
Range
ValueScheme 7: Quantity - extent (1-4)
1 Not at all
2 Very little
3 To some extent
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G32A

Label	School Climate/ How often behaviour occur/ By students/ Arriving late at school
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	547-547
Range	
ValueScheme	15: Frequency (1-5)
1	Never
2	Rarely
3	Monthly
4	Weekly
5	Daily
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G32B

Label	School Climate/ How often behaviour occur/ By students/ Absenteeism (i.e. unjustified absences)
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	548-548
Range	
ValueScheme	15: Frequency (1-5)
1	Never
2	Rarely
3	Monthly
4	Weekly
5	Daily
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G32C

Label School Climate/ How often behaviour occur/ By students/ Cheating
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 549-549
Range
ValueScheme 15: Frequency (1-5)
1 Never
2 Rarely
3 Monthly
4 Weekly
5 Daily

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G32D

Label School Climate/ How often behaviour occur/ By students/ Vandalism and theft
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 550-550
Range
ValueScheme 15: Frequency (1-5)
1 Never
2 Rarely
3 Monthly
4 Weekly
5 Daily

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G32E

Label School Climate/ How often behaviour occur/ By students/ Intimidation or verbal abuse among students
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 551-551
Range
ValueScheme 15: Frequency (1-5)
1 Never
2 Rarely
3 Monthly
4 Weekly
5 Daily

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G32F

Label School Climate/ How often behaviour occur/ By students/ Physical injury caused by violence among students
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 552-552
Range

ValueScheme 15: Frequency (1-5)

- 1 Never
- 2 Rarely
- 3 Monthly
- 4 Weekly
- 5 Daily

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TC2G32G

Label School Climate/ How often behaviour occur/ By students/ Intimidation or verbal abuse of teachers or staff

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 553-553

Range

ValueScheme 15: Frequency (1-5)

- 1 Never
- 2 Rarely
- 3 Monthly
- 4 Weekly
- 5 Daily

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TC2G32H

Label	School Climate/ How often behaviour occur/ By students/ Use/possession of drugs and/or alcohol
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	554-554
Range	
ValueScheme	15: Frequency (1-5)
1	Never
2	Rarely
3	Monthly
4	Weekly
5	Daily
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G32I

Label	School Climate/ How often behaviour occur/ By teachers/ Arriving late at school
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	555-555
Range	
ValueScheme	15: Frequency (1-5)
1	Never
2	Rarely
3	Monthly
4	Weekly
5	Daily
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G32J

Label	School Climate/ How often behaviour occur/ By teachers/ Absenteeism (i.e. unjustified absences)
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	556-556
Range	
ValueScheme	15: Frequency (1-5)
1	Never
2	Rarely
3	Monthly
4	Weekly
5	Daily
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G32K

Label	School Climate/ How often behaviour occur/ By teachers/ Discrimination
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	557-557
Range	
ValueScheme	15: Frequency (1-5)
1	Never
2	Rarely
3	Monthly
4	Weekly
5	Daily

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G33A

Label Teacher Induction and Mentoring/ Induction programme/ There is an induction programme for new teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 558-558
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G33B

Label Teacher Induction and Mentoring/ Induction programme/ There are informal induction activities for new teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 559-559
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G33C

Label Teacher Induction and Mentoring/ Induction programme/ There is a general and/or administrative introduction
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 560-560
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G34

Label Teacher Induction and Mentoring/ Which teachers at this school are offered an induction programme?
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 561-561
Range
ValueScheme 32: Teachers new at school/ new to teaching (1-2)
1 All teachers who are new to this school

2 Only teachers new to teaching

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35A

Label Teacher Induction and Mentoring/ Structures and activities/ Mentoring by experienced teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 562-562
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35B

Label Teacher Induction and Mentoring/ Structures and activities/ Courses/seminars
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 563-563
Range
ValueScheme 2: Marked (1)/ Not marked (2)

-
- 1 Marked
 - 2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35C

Label Teacher Induction and Mentoring/ Structures and activities/ Scheduled meetings with principal and/or colleague teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 564-564
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35D

Label Teacher Induction and Mentoring/ Structures and activities/ A system of peer review
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 565-565

Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35E

Label Teacher Induction and Mentoring/ Structures and activities/ Networking/virtual communities
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 566-566
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35F

Label Teacher Induction and Mentoring/ Structures and activities/ Collaboration with other schools
Type Integer
Level Nominal
Width/Decimals 1.0

Columns 567-567
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35G

Label Teacher Induction and Mentoring/ Structures and activities/ Team teaching (together with more experienced teachers)
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 568-568
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G35H

Label Teacher Induction and Mentoring/ Structures and activities/ A system of diaries/journals, portfolios etc.

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	569-569
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G35I

Label	Teacher Induction and Mentoring/ Structures and activities/ None of the above
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	570-570
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G36

Label Teacher Induction and Mentoring/ Do teachers at your school have access to a mentoring system?
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 571-571
 Range
 ValueScheme 33: Teacher's access to formal mentoring (1-4)
 1 Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access.
 2 Yes, all teachers who are new to this school have access.
 3 Yes, all teachers at this school have access.
 4 No, at present there is no access to a mentoring system for teachers in this school.

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G37

Label Teacher Induction and Mentoring/ Is the mentor's main subject field(s) the same as that of the teacher being mentored?
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 572-572
 Range
 ValueScheme 34: Frequency of occurrence (1-3)
 1 Yes, most of the time
 2 Yes, sometimes
 3 No, rarely or never

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TC2G38A

Label Teacher Induction and Mentoring/ Importance of mentoring/ To improve teachers' pedagogical competence
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 573-573
Range
ValueScheme 18: Level of importance (1-4)
1 Not important at all
2 Of low importance
3 Of moderate importance
4 Of high importance

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G38B

Label Teacher Induction and Mentoring/ Importance of mentoring/ To strengthen teachers' professional identity
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 574-574
Range
ValueScheme 18: Level of importance (1-4)
1 Not important at all
2 Of low importance
3 Of moderate importance
4 Of high importance

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G38C

Label Teacher Induction and Mentoring/ Importance of mentoring/ To improve teachers' collaboration with colleagues
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 575-575
Range
ValueScheme 18: Level of importance (1-4)
1 Not important at all
2 Of low importance
3 Of moderate importance
4 Of high importance

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G38D

Label Teacher Induction and Mentoring/ Importance of mentoring/ To support less experienced teachers' in their teaching
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 576-576
Range
ValueScheme 18: Level of importance (1-4)
1 Not important at all

2 Of low importance
3 Of moderate importance
4 Of high importance

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G38E

Label Teacher Induction and Mentoring/ Importance of mentoring/ To expand teachers' main subject(s) knowledge
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 577-577
Range
ValueScheme 18: Level of importance (1-4)
1 Not important at all
2 Of low importance
3 Of moderate importance
4 Of high importance

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G38F

Label Teacher Induction and Mentoring/ Importance of mentoring/ To improve students' general performance
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 578-578
Range
ValueScheme 18: Level of importance (1-4)
1 Not important at all
2 Of low importance
3 Of moderate importance
4 Of high importance

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G39A

Label Job Satisfaction/ How you generally feel about your job/ Advantages clearly outweigh the disadvantages
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 579-579
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G39B

Label	Job Satisfaction/ How you generally feel about your job/ If I could decide again, I would still choose this job/position
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	580-580
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G39C

Label	Job Satisfaction/ How you generally feel about your job/ I would like to change to another school if that were possible
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	581-581
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G39D

Label	Job Satisfaction/ How you generally feel about your job/ I regret that I decided to become a principal
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	582-582
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TC2G39E

Label	Job Satisfaction/ How you generally feel about your job/ I enjoy working at this school
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	583-583
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G39F

Label Job Satisfaction/ How you generally feel about your job/ I would recommend my school as a good place to work
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 584-584
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TC2G39G

Label Job Satisfaction/ How you generally feel about your job/ I think that the teaching profession is valued in society
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 585-585
Range
ValueScheme 17: Level of agreement (1-4)

-
- 1 Strongly disagree
 - 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G39H

Label Job Satisfaction/ How you generally feel about your job/ I am satisfied with my performance in this school

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 586-586

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TC2G39I

Label Job Satisfaction/ How you generally feel about your job/ All in all, I am satisfied with my job

Type Integer

Level Ordinal

Width/Decimals 1.0
Columns 587-587
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

PSCDELIQS

Label School Delinquency and Violence/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 591-600
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

PSCMUTRS

Label School Climate - Mutual Respect/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 601-610

Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

PDISLEADS

Label Degree of Distributed Leadership in the School/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 611-620
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

PJSENV5

Label Satisfaction with Current Work Environment/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 621-630
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

PJSPROS

Label Satisfaction with Profession/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 631-640
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

PJOBSATS

Label Principal Job Satisfaction/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 641-650
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

PINSLEADS

Label Instructional Leadership/STSTDS
Type Numeric/floating point

Level	Scale
Width/Decimals	10.5
Columns	651-660
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

PLACKPER

Label	Lack of Pedagogical Personnel/Index
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	661-661
Range	
ValueScheme	68: Problem
1	Not a problem
2	A bit of a problem
3	A problem
MissingScheme	3: Cleaning missing scheme (numeric)
. / 7	Default
.A / 8	Not applicable
. / 9	Not stated

PLACKMAT

Label	Lack of Material Resources/Index
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	662-662

Range	
ValueScheme	68: Problem
1	Not a problem
2	A bit of a problem
3	A problem
MissingScheme	3: Cleaning missing scheme (numeric)
. / 7	Default
.A / 8	Not applicable
. / 9	Not stated

PSTFFAUT

Label	School Autonomy for Staffing/Index
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	663-663
Range	
ValueScheme	69: Autonomy
1	No autonomy
2	Mixed autonomy
3	Autonomy
MissingScheme	3: Cleaning missing scheme (numeric)
. / 7	Default
.A / 8	Not applicable
. / 9	Not stated

PBDGTAUT

Label	School Autonomy for Budgeting/Index
Type	Integer
Level	Ordinal
Width/Decimals	1.0

Columns 664-664
Range
ValueScheme 69: Autonomy
1 No autonomy
2 Mixed autonomy
3 Autonomy

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

PINSTAUT

Label School Autonomy for Instructional Policies/Index
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 665-665
Range
ValueScheme 69: Autonomy
1 No autonomy
2 Mixed autonomy
3 Autonomy

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

PRAGEGR

Label Principal Age Groups
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 678-678
Range
ValueScheme 71: Age Group Principal
1 Below 30
2 30-39
3 40-49
4 50-59
5 60 and above

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

TPRATIO

Label Teacher - Pedagogical Support Personnel Ratio
Type Numeric/floating point
Level Scale
Width/Decimals 6.2
Columns 679-684
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 997 Default
.A / 998 Not applicable
. / 999 Not stated

TARATIO

Label Teacher - Administrative or Management Personnel Ratio
Type Numeric/floating point
Level Scale
Width/Decimals 5.2

Columns	685-689
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 97	Default
.A / 98	Not applicable
. / 99	Not stated

STRATIO

Label	Student - Teacher Ratio
Type	Numeric/floating point
Level	Scale
Width/Decimals	6.2
Columns	690-695
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 997	Default
.A / 998	Not applicable
. / 999	Not stated

PLEADTRI

Label	Leadership Training Strength Index
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	696-696
Range	
ValueScheme	73: Leadership Training
0	No training
1	Weak leadership training
2	Average leadership training
3	Strong leadership training

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 7 Default
 .A / 8 Not applicable
 . / 9 Not stated

IDPOP

 Label Population ID
 Type Integer
 Level Nominal
Width/Decimals 2.0
 Columns 697-698
 Range
 ValueScheme 63: Population (1/2/3/8)
 1 ISCED 1
 2 ISCED 2
 3 ISCED 3
 8 PISA

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 97 Default
 .A / 98 Not applicable
 . / 99 Not stated

INTAL13

 Label Adjudication Flag
 Type Integer
 Level Nominal
Width/Decimals 1.0
 Columns 699-699
 Range
 ValueScheme 64: In Current Assessment Population
 0 Record does not meet adjudication requirements

1 Record meets adjudication requirements

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 7 Default
 .A / 8 Not applicable
 . / 9 Not stated

SRWGT1

Label School BRR-Fay Replicate Weight 1
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 737-749
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT2

Label School BRR-Fay Replicate Weight 2
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 750-762
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT3

Label	School BRR-Fay Replicate Weight 3
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	763-775
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT4

Label	School BRR-Fay Replicate Weight 4
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	776-788
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT5

Label	School BRR-Fay Replicate Weight 5
Type	Numeric/floating point

Level	Scale
Width/Decimals	13.6
Columns	789-801
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT6

Label	School BRR-Fay Replicate Weight 6
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	802-814
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT7

Label	School BRR-Fay Replicate Weight 7
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	815-827
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default

.A / 999998 Not applicable
. / 999999 Not stated

SRWGT8

Label School BRR-Fay Replicate Weight 8
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 828-840
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT9

Label School BRR-Fay Replicate Weight 9
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 841-853
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT10

Label	School BRR-Fay Replicate Weight 10
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	854-866
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT11

Label	School BRR-Fay Replicate Weight 11
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	867-879
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT12

Label	School BRR-Fay Replicate Weight 12
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	880-892
Range	

ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT13

 Label School BRR-Fay Replicate Weight 13
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 893-905
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT14

 Label School BRR-Fay Replicate Weight 14
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 906-918
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT15

Label	School BRR-Fay Replicate Weight 15
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	919-931
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT16

Label	School BRR-Fay Replicate Weight 16
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	932-944
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT17

Label	School BRR-Fay Replicate Weight 17
Type	Numeric/floating point
Level	Scale

Width/Decimals	13.6
Columns	945-957
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT18

Label	School BRR-Fay Replicate Weight 18
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	958-970
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT19

Label	School BRR-Fay Replicate Weight 19
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	971-983
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable

. / 999999 Not stated

SRWGT20

Label School BRR-Fay Replicate Weight 20
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 984-996
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT21

Label School BRR-Fay Replicate Weight 21
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 997-1009
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT22

Label	School BRR-Fay Replicate Weight 22
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1010-1022
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT23

Label	School BRR-Fay Replicate Weight 23
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1023-1035
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT24

Label	School BRR-Fay Replicate Weight 24
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1036-1048
Range	
ValueScheme	

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT25

 Label School BRR-Fay Replicate Weight 25
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1049-1061
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT26

 Label School BRR-Fay Replicate Weight 26
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1062-1074
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT27

Label	School BRR-Fay Replicate Weight 27
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1075-1087
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT28

Label	School BRR-Fay Replicate Weight 28
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1088-1100
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT29

Label	School BRR-Fay Replicate Weight 29
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6

Columns	1101-1113
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT30

Label	School BRR-Fay Replicate Weight 30
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1114-1126
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT31

Label	School BRR-Fay Replicate Weight 31
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1127-1139
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT32

Label	School BRR-Fay Replicate Weight 32
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1140-1152
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT33

Label	School BRR-Fay Replicate Weight 33
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1153-1165
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT34

Label	School BRR-Fay Replicate Weight 34
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Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1166-1178
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT35

Label	School BRR-Fay Replicate Weight 35
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1179-1191
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT36

Label	School BRR-Fay Replicate Weight 36
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1192-1204
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)

. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT37

Label School BRR-Fay Replicate Weight 37
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1205-1217
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT38

Label School BRR-Fay Replicate Weight 38
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1218-1230
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT39

Label	School BRR-Fay Replicate Weight 39
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1231-1243
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT40

Label	School BRR-Fay Replicate Weight 40
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1244-1256
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT41

Label	School BRR-Fay Replicate Weight 41
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1257-1269

Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT42

Label	School BRR-Fay Replicate Weight 42
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1270-1282
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT43

Label	School BRR-Fay Replicate Weight 43
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1283-1295
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT44

Label	School BRR-Fay Replicate Weight 44
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1296-1308
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT45

Label	School BRR-Fay Replicate Weight 45
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1309-1321
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT46

Label	School BRR-Fay Replicate Weight 46
Type	Numeric/floating point

Level	Scale
Width/Decimals	13.6
Columns	1322-1334
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT47

Label	School BRR-Fay Replicate Weight 47
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1335-1347
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT48

Label	School BRR-Fay Replicate Weight 48
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1348-1360
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default

.A / 999998 Not applicable
. / 999999 Not stated

SRWGT49

Label School BRR-Fay Replicate Weight 49
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1361-1373
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT50

Label School BRR-Fay Replicate Weight 50
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1374-1386
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT51

Label	School BRR-Fay Replicate Weight 51
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1387-1399
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT52

Label	School BRR-Fay Replicate Weight 52
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1400-1412
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT53

Label	School BRR-Fay Replicate Weight 53
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1413-1425
Range	

ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT54

 Label School BRR-Fay Replicate Weight 54
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1426-1438
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT55

 Label School BRR-Fay Replicate Weight 55
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1439-1451
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT56

Label	School BRR-Fay Replicate Weight 56
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1452-1464
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT57

Label	School BRR-Fay Replicate Weight 57
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1465-1477
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT58

Label	School BRR-Fay Replicate Weight 58
Type	Numeric/floating point
Level	Scale

Width/Decimals 13.6
Columns 1478-1490
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT59

Label School BRR-Fay Replicate Weight 59
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1491-1503
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT60

Label School BRR-Fay Replicate Weight 60
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1504-1516
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable

. / 999999 Not stated

SRWGT61

Label School BRR-Fay Replicate Weight 61
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1517-1529
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT62

Label School BRR-Fay Replicate Weight 62
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1530-1542
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT63

Label	School BRR-Fay Replicate Weight 63
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1543-1555
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT64

Label	School BRR-Fay Replicate Weight 64
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1556-1568
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT65

Label	School BRR-Fay Replicate Weight 65
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1569-1581
Range	
ValueScheme	

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT66

 Label School BRR-Fay Replicate Weight 66
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1582-1594
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT67

 Label School BRR-Fay Replicate Weight 67
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1595-1607
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT68

Label	School BRR-Fay Replicate Weight 68
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1608-1620
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT69

Label	School BRR-Fay Replicate Weight 69
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1621-1633
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT70

Label	School BRR-Fay Replicate Weight 70
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6

Columns	1634-1646
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT71

Label	School BRR-Fay Replicate Weight 71
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1647-1659
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT72

Label	School BRR-Fay Replicate Weight 72
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1660-1672
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT73

Label	School BRR-Fay Replicate Weight 73
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1673-1685
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT74

Label	School BRR-Fay Replicate Weight 74
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1686-1698
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT75

Label	School BRR-Fay Replicate Weight 75
-------	------------------------------------

Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1699-1711
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT76

Label	School BRR-Fay Replicate Weight 76
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1712-1724
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT77

Label	School BRR-Fay Replicate Weight 77
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1725-1737
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)

. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT78

Label School BRR-Fay Replicate Weight 78
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1738-1750
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT79

Label School BRR-Fay Replicate Weight 79
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1751-1763
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT80

Label	School BRR-Fay Replicate Weight 80
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1764-1776
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT81

Label	School BRR-Fay Replicate Weight 81
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1777-1789
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT82

Label	School BRR-Fay Replicate Weight 82
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1790-1802

Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT83

Label School BRR-Fay Replicate Weight 83
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1803-1815
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT84

Label School BRR-Fay Replicate Weight 84
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1816-1828
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT85

Label	School BRR-Fay Replicate Weight 85
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1829-1841
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT86

Label	School BRR-Fay Replicate Weight 86
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1842-1854
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT87

Label	School BRR-Fay Replicate Weight 87
Type	Numeric/floating point

Level	Scale
Width/Decimals	13.6
Columns	1855-1867
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT88

Label	School BRR-Fay Replicate Weight 88
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1868-1880
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT89

Label	School BRR-Fay Replicate Weight 89
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1881-1893
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default

.A / 999998 Not applicable
. / 999999 Not stated

SRWGT90

Label School BRR-Fay Replicate Weight 90
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1894-1906
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT91

Label School BRR-Fay Replicate Weight 91
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 1907-1919
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

SRWGT92

Label	School BRR-Fay Replicate Weight 92
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1920-1932
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT93

Label	School BRR-Fay Replicate Weight 93
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1933-1945
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT94

Label	School BRR-Fay Replicate Weight 94
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1946-1958
Range	

ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT95

 Label School BRR-Fay Replicate Weight 95
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1959-1971
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT96

 Label School BRR-Fay Replicate Weight 96
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 1972-1984
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

SRWGT97

Label	School BRR-Fay Replicate Weight 97
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1985-1997
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT98

Label	School BRR-Fay Replicate Weight 98
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	1998-2010
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT99

Label	School BRR-Fay Replicate Weight 99
Type	Numeric/floating point
Level	Scale

Width/Decimals	13.6
Columns	2011-2023
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SRWGT100

Label	School BRR-Fay Replicate Weight 100
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2024-2036
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

SCHWGT

Label	Principal Final Weight
Type	Numeric/floating point
Level	Ratio
Width/Decimals	13.8
Columns	2037-2049
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable

. / 9999 Not stated

7.6 Appendix A6 – Teacher codebook

IDSCHOOL

Label	School ID
Type	ID Variable
Level	Nominal
Width/Decimals	4.0
Columns	1-4
Range	
ValueScheme	
MissingScheme	0

IDTEACH

Label	Teacher ID
Type	ID Variable
Level	Nominal
Width/Decimals	6.0
Columns	5-10
Range	
ValueScheme	
MissingScheme	0

IDCNTRY

Label	Country ID - Numeric Code
Type	Integer
Level	Nominal
Width/Decimals	5.0
Columns	11-15
Range	
ValueScheme	58: Country codes
	36 Australia
	76 Brazil

100	Bulgaria
152	Chile
191	Croatia
196	Cyprus ³⁴
203	Czech Republic
208	Denmark
233	Estonia
246	Finland
250	France
352	Iceland
376	Israel
380	Italy
392	Japan
410	Korea
428	Latvia
458	Malaysia
484	Mexico
528	Netherlands
578	Norway
616	Poland
620	Portugal
688	Serbia
702	Singapore
703	Slovak Republic
724	Spain
752	Sweden
840	United States
926	England (United Kingdom)
956	Flanders (Belgium)
3166	Romania
7842	Abu Dhabi (United Arab Emirates)
9134	Alberta (Canada)

MissingScheme	3: Cleaning missing scheme (numeric)
. / 99997	Default
.A / 99998	Not applicable
. / 99999	Not stated

³⁴ See footnotes 2 and 3 at the beginning of this User Guide.

IDCNTRYR

Label	Country ID - Order for International Report
Type	Integer
Level	Nominal
Width/Decimals	5.0
Columns	16-20
Range	
ValueScheme	67: Country codes for reporting
1	Australia
2	Brazil
3	Bulgaria
4	Chile
5	Croatia
6	Cyprus ³⁵
7	Czech Republic
8	Denmark
9	Estonia
10	Finland
11	France
12	Iceland
13	Israel
14	Italy
15	Japan
16	Korea
17	Latvia
18	Malaysia
19	Mexico
20	Netherlands
21	Norway
22	Poland
23	Portugal
24	Romania
25	Serbia
26	Singapore

³⁵ See footnotes 2 and 3 at the beginning of this User Guide.

27 Slovak Republic
28 Spain
29 Sweden
30 Abu Dhabi (United Arab Emirates)
31 Alberta (Canada)
32 England (United Kingdom)
33 Flanders (Belgium)
34 United States

MissingScheme 3: Cleaning missing scheme (numeric)
. / 99997 Default
.A / 99998 Not applicable
. / 99999 Not stated

CNTRY

Label Country ID - Alpha Code
Type String/character (Unicode)
Level Nominal
Width/Decimals 3.0
Columns 21-23
Range
ValueScheme
MissingScheme 0

IDCNTPOP

Label Country Alpha Code and ISCED Level
Type String/character (Unicode)
Level Nominal
Width/Decimals 4.0
Columns 24-27
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default

.A / 9998	Not applicable
. / 9999	Not stated

PISASCHOOLID

Label	PISA School ID
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	5.0
Columns	28-32
Range	
ValueScheme	
MissingScheme	0

IDSCHOOLS

Label	Scrambled School ID
Type	ID Variable
Level	Nominal
Width/Decimals	4.0
Columns	33-36
Range	
ValueScheme	
MissingScheme	0

IDTEACHS

Label	Scrambled Teacher ID
Type	ID Variable
Level	Nominal
Width/Decimals	6.0
Columns	37-42
Range	
ValueScheme	

MissingScheme 0

SUBJDOMAIN

Label Main Subject Domain listen on Tracking Form
Type Integer
Level Nominal
Width/Decimals 5.0
Columns 44-48
Range
ValueScheme 51: Main Subject Domain
1 Language (mother tongue, foreign language)
2 Human Sciences (History, Geography, Civics, Economics...)
3 Mathematics & Science (Physics, Chemistry, Geology, Biology...)
4 Other (Music, Art, Moral/Ethics, Physical Education, Home Economics...)
2085 Andet hovedfagområde
2465 Vocational 1
2466 Vocational 2
2467 Vocational 3
2468 Vocational 4
3805 Sostegno disabili
4845 Maestro del grupo
5285 Prep Vocational
5785 Yrkesfag
6165 Theoretical Vocational
6166 Practical Vocational
6167 Module education
78425 Technical/Vocational

MissingScheme 3: Cleaning missing scheme (numeric)
. / 99997 Default
.A / 99998 Not applicable
. / 99999 Not stated

PMTEACH

Label	Pisa Math Teacher
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	53-53
Range	
ValueScheme	56: True/False
	0 False
	1 True
MissingScheme	3: Cleaning missing scheme (numeric)
	. / 7 Default
	.A / 8 Not applicable
	. / 9 Not stated

TALIS08POP

Label	Comparable domain to TALIS 2008 target population definition
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	57-57
Range	
ValueScheme	66: Comparable domain to TALIS 2008 target population definition
	0 Not comparable to TALIS 2008 target population definition
	1 Comparable to TALIS 2008 target population definition
MissingScheme	3: Cleaning missing scheme (numeric)
	. / 7 Default
	.A / 8 Not applicable
	. / 9 Not stated

IDLANG

Label	Language ID
-------	-------------

Type	Integer
Level	Nominal
Width/Decimals	2.0
Columns	58-59
Range	
ValueScheme	46: Languages (Country Alpha ISO, 3 - language ISO,2)
1	AAD-ar
2	AAD-en
3	AUS-en
4	BFL-nl
5	BGR-bg
6	BRA-pt
7	CAB-en
8	CHL-es
9	CYP-el
10	CYP-en
11	CZE-cs
12	DNK-da
13	ENG-en
14	ESP-ca
15	ESP-es
16	ESP-eu
17	ESP-gl
18	ESP-va
19	EST-et
20	FIN-fi
21	FIN-sv
22	FRA-fr
23	HRV-hr
24	ISL-is
25	ISR-ar
26	ISR-he
27	ITA-it
28	JPN-ja
29	KOR-ko
30	LVA-lv
31	MEX-es
32	MYS-ms
33	NLD-nl
34	NOR-nb
35	POL-pl

36 PRT-pt
37 ROU-ro
38 SGP-en
39 SRB-sr
40 SVK-sk
41 SWE-sv
42 USA-en
44 NZL-en
45 RUS-ru
46 THA-th
47 GEO-ka
48 GEO-az

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

MODEA_TcQ

Label Teacher Questionnaire assigned mode
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 526-526
Range
ValueScheme 60: Online (1) / Paper (2)
1 Online
2 Paper

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

DPCDATE

Label	Date
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	8.0
Columns	534-541
Range	
ValueScheme	
MissingScheme	0

VERSION

Label	Version
Type	Integer
Level	Nominal
Width/Decimals	2.0
Columns	542-543
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 97	Default
.A / 98	Not applicable
. / 99	Not stated

TT2G01

Label	Background/ Are you female or male?
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	544-544
Range	
ValueScheme	3: Female (1)/ Male (2)
1	Female
2	Male

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G02

Label Background/ How old are you?
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 545-546
Range [15..80] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G03

Label Background/ What is your current employment status as a teacher?
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 547-547
Range
ValueScheme 24: Full time/ Part time (1-4)
1 Full-time (more than 90% of full-time hours)
2 Part-time (71-90% of full-time hours)
3 Part-time (50-70% of full-time hours)
4 Part-time (less than 50% of full-time hours)

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G04

Label Background/ Why do you work part-time?
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 548-548
Range
ValueScheme 36: Reason part-time (1-2)
1 I chose to work part-time.
2 There was no possibility to work full-time.
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G05A

Label Background/ How many years of work experience do you have?/ Year(s) working as a teacher at this school
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 549-550
Range [1..65] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered

. / 99 Omitted or Invalid

TT2G05B

Label Background/ How many years of work experience do you have?/ Year(s) working as a teacher in total
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 551-552
Range [1..65] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G05C

Label Background/ How many years of work experience do you have?/ Year(s) working in other education roles
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 553-554
Range [0..65] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G05D

Label Background/ How many years of work experience do you have?/ Year(s) working in other jobs
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 555-556
Range [0..65] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G06

Label Background/ What is your employment status as a teacher at this school?
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 557-557
Range
ValueScheme 25: Permanent employment / Fixed-term contract (1-3)
1 Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
2 Fixed-term contract for a period of more than 1 school year
3 Fixed-term contract for a period of 1 school year or less

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G07

Label Background/ Do you currently work as a teacher of [<ISCED level x>/15-year-olds] at another

	school?
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	558-558
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G08

Label	Background/ If 'Yes', please indicate in how many other schools you currently [work as a <ISCED level x> teacher]
Type	Integer
Level	Ratio
Width/Decimals	2.0
Columns	559-560
Range	[1..2] forced: False
ValueScheme	
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 96	Logically not applicable
.R / 97	Not reached
.A / 98	Not administered
. / 99	Omitted or Invalid

TT2G09

Label	Background/ Across all your [<ISCED level x> classes] at this school, how many are special needs students?
-------	--

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	561-561
Range	
ValueScheme	5: Quantity - none/all (1-4)
1	None
2	Some
3	Most
4	All
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G10

Label	Background/ What is the highest level of formal education you have completed?
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	562-562
Range	
ValueScheme	4: ISCED Levels (1-4)
1	<Below ISCED Level 5>
2	<ISCED Level 5B>
3	<ISCED Level 5A>
4	<ISCED Level 6>
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G11

Label Background/ Did you complete a <teacher training programme>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 563-563
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G12A

Label Background/ Elements included in formal education or training/ Content of the subject(s) I
teach
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 564-564
Range
ValueScheme 37: For all/some/none subjects (1-3)
1 Yes, for all subject(s) I teach
2 Yes, for some subject(s) I teach
3 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G12B

Label	Background/ Elements included in formal education or training/ Pedagogy of the subject(s) I teach
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	565-565
Range	
ValueScheme	37: For all/some/none subjects (1-3)
	1 Yes, for all subject(s) I teach
	2 Yes, for some subject(s) I teach
	3 No
MissingScheme	1: Background missing scheme (numeric)
	.R / 7 Not reached
	.A / 8 Not administered
	. / 9 Omitted or Invalid

TT2G12C

Label	Background/ Elements included in formal education or training/ Classroom practice in the subject(s) I teach
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	566-566
Range	
ValueScheme	37: For all/some/none subjects (1-3)
	1 Yes, for all subject(s) I teach
	2 Yes, for some subject(s) I teach
	3 No
MissingScheme	1: Background missing scheme (numeric)
	.R / 7 Not reached
	.A / 8 Not administered
	. / 9 Omitted or Invalid

TT2G13A

Label Background/ Prepared for elements in teaching/ Content of the subject(s) I teach
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 567-567
Range
ValueScheme 9: Level of affirmation (1-4)
1 Not at all
2 Somewhat
3 Well
4 Very well

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G13B

Label Background/ Prepared for elements in teaching/ Pedagogy of the subject(s) I teach
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 568-568
Range
ValueScheme 9: Level of affirmation (1-4)
1 Not at all
2 Somewhat
3 Well
4 Very well

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G13C

Label Background/ Prepared for elements in teaching/ Classroom practice in the subject(s) I teach
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 569-569
Range
ValueScheme 9: Level of affirmation (1-4)
1 Not at all
2 Somewhat
3 Well
4 Very well

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14A1

Label Background/ Categories included in education/ Reading, writing, literature/ <ISCED Level 4 or 5B>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 570-570
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14A2

Label Background/ Categories included in education/ Reading, writing, literature/ <ISCED Level 5A or above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 571-571
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14A3

Label Background/ Categories included in education/ Reading, writing, literature/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 572-572
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked

2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14A4

Label Background/ Categories included in education/ Reading, writing, literature/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 573-573
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14B1

Label Background/ Categories included in education/ Mathematics/ <ISCED Level 4 or 5B>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 574-574
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14B2

Label Background/ Categories included in education/ Mathematics/ <ISCED Level 5A or above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 575-575
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14B3

Label Background/ Categories included in education/ Mathematics/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 576-576
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14B4

Label Background/ Categories included in education/ Mathematics/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 577-577
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14C1

Label Background/ Categories included in education/ Science/ <ISCED Level 4 or 5B>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 578-578
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14C2

Label Background/ Categories included in education/ Science/ <ISCED Level 5A or above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 579-579
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14C3

Label Background/ Categories included in education/ Science/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 580-580
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14C4

Label Background/ Categories included in education/ Science/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 581-581
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14D1

Label Background/ Categories included in education/ Social studies/ <ISCED Level 4 or 5B>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 582-582
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G14D2

Label Background/ Categories included in education/ Social studies/ <ISCED Level 5A or above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 583-583
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14D3

Label Background/ Categories included in education/ Social studies/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 584-584
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14D4

Label Background/ Categories included in education/ Social studies/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 585-585
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14E1

Label Background/ Categories included in education/ Modern foreign languages/ <ISCED Level 4 or 5B>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 586-586
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14E2

Label Background/ Categories included in education/ Modern foreign languages/ <ISCED Level 5A or above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 587-587
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14E3

Label Background/ Categories included in education/ Modern foreign languages/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 588-588
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14E4

Label Background/ Categories included in education/ Modern foreign languages/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 589-589
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14F1

Label Background/ Categories included in education/ Ancient Greek or Latin/ <ISCED Level 4 or 5B>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 590-590
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14F2

Label Background/ Categories included in education/ Ancient Greek or Latin/ <ISCED Level 5A or above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 591-591
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14F3

Label Background/ Categories included in education/ Ancient Greek or Latin/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 592-592
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14F4

Label Background/ Categories included in education/ Ancient Greek or Latin/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 593-593
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14G1

Label Background/ Categories included in education/ Technology/ <ISCED Level 4 or 5B degree>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 594-594
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14G2

Label	Background/ Categories included in education/ Technology/ <ISCED Level 5A or above>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	595-595
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14G3

Label	Background/ Categories included in education/ Technology/ <Subject specialisation>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	596-596
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14G4

Label	Background/ Categories included in education/ Technology/ At the in-service
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	597-597
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14H1

Label	Background/ Categories included in education/ Arts/ <ISCED Level 4 or 5B degree>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	598-598
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14H2

Label	Background/ Categories included in education/ Arts/ <ISCED Level 5A or above>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	599-599
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14H3

Label	Background/ Categories included in education/ Arts/ <Subject specialisation>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	600-600
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14H4

Label	Background/ Categories included in education/ Arts/ At the in-service
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	601-601
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14I1

Label	Background/ Categories included in education/ Physical education/ <ISCED Level 4 or 5B degree>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	602-602
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14I2

Label	Background/ Categories included in education/ Physical education/ <ISCED Level 5A or above>
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Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	603-603
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14I3

Label	Background/ Categories included in education/ Physical education/ <Subject specialisation>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	604-604
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14I4

Label	Background/ Categories included in education/ Physical education/ At the in-service
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	605-605
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14J1

Label	Background/ Categories included in education/ Religion and ethics/ <ISCED Level 4 or 5B degree>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	606-606
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14J2

Label	Background/ Categories included in education/ Religion and ethics/ <ISCED Level 5A or above>
Type	Integer
Level	Nominal

Width/Decimals 1.0
Columns 607-607
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14J3

Label Background/ Categories included in education/ Religion and ethics/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 608-608
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14J4

Label Background/ Categories included in education/ Religion and ethics/ At the in-service
Type Integer
Level Nominal
Width/Decimals 1.0

Columns 609-609
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14K1

Label Background/ Categories included in education/ Practical and vocational skills/ <ISCED Level 4 or 5B degree>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 610-610
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14K2

Label Background/ Categories included in education/ Practical and vocational skills/ <ISCED Level 5A or above>
Type Integer
Level Nominal

Width/Decimals 1.0
Columns 611-611
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14K3

Label Background/ Categories included in education/ Practical and vocational skills/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 612-612
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14K4

Label Background/ Categories included in education/ Practical and vocational skills/ At the in-service
Type Integer

Level	Nominal
Width/Decimals	1.0
Columns	613-613
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14L1

Label	Background/ Categories included in education/ Interdisciplinary subject/ <ISCED Level 4 or 5B degree>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	614-614
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14L2

Label	Background/ Categories included in education/ Interdisciplinary subject/ <ISCED Level 5A or above>
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Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	615-615
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14L3

Label	Background/ Categories included in education/ Interdisciplinary subject/ <Subject specialisation>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	616-616
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14L4

Label	Background/ Categories included in education/ Interdisciplinary subject/ At the in-service
-------	--

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	617-617
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14M1

Label	Background/ Categories included in education/ Other (please specify below)/ <ISCED Level 4 or 5B degree>
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	618-618
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14M2

Label	Background/ Categories included in education/ Other (please specify below)/ <ISCED Level 5A or
-------	--

above>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 619-619
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14M3

Label Background/ Categories included in education/ Other (please specify below)/ <Subject specialisation>
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 620-620
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G14M4

Label	Background/ Categories included in education/ Other (please specify below)/ At the in-service
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	621-621
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G14MT

Label	Background/ Categories included in education/ Other (specified)
Type	String/character (Unicode)
Level	Nominal
Width/Decimals	250.0
Columns	622-871
Range	
ValueScheme	
MissingScheme	0

TT2G15A

Label	Background/ Subjects taught in current school year/ Reading, writing and literature
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	872-872
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes

2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15B

Label Background/ Subjects taught in current school year/ Mathematics
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 873-873
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15C

Label Background/ Subjects taught in current school year/ Science
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 874-874
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15D

Label Background/ Subjects taught in current school year/ Social studies
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 875-875
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15E

Label Background/ Subjects taught in current school year/ Modern foreign languages
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 876-876
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15F

Label Background/ Subjects taught in current school year/ Ancient Greek and Latin
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 877-877
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15G

Label Background/ Subjects taught in current school year/ Technology
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 878-878
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15H

Label Background/ Subjects taught in current school year/ Arts
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 879-879
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15I

Label Background/ Subjects taught in current school year/ Physical education
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 880-880
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15J

Label Background/ Subjects taught in current school year/ Religion and ethics
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 881-881
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G15K

Label Background/ Subjects taught in current school year/ Practical and vocational skills
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 882-882
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G15L

Label Background/ Subjects taught in current school year/ Other
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 883-883
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G16

Label Background/ How many 60-minute hours did you spend on teaching and other tasks related to your job (per calendar week)
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 884-886
Range [0..70] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G17

Label Background/ How many 60-minute hours did you spend on teaching during the most recent calendar week
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 887-889
Range [0..50] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18A

Label Background/ Hours spent on tasks during most recent calendar week/ Individual planning or preparation of lessons
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 890-892
Range [0..15] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18B

Label Background/ Hours spent on tasks during most recent calendar week/ Team work and dialogue with

	colleagues
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	893-895
Range	[0..15] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TT2G18C

Label	Background/ Hours spent on tasks during most recent calendar week/ Marking/correcting of student work
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	896-898
Range	[0..15] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TT2G18D

Label	Background/ Hours spent on tasks during most recent calendar week/ Students counselling
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	899-901
Range	[0..15] forced: False

ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18E

Label Background/ Hours spent on tasks during most recent calendar week/ Participation in school
management
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 902-904
Range [0..15] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18F

Label Background/ Hours spent on tasks during most recent calendar week/ General administrative work
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 905-907
Range [0..15] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18G

Label Background/ Hours spent on tasks during most recent calendar week/ Communication and co-operation with parents
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 908-910
Range [0..15] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18H

Label Background/ Hours spent on tasks during most recent calendar week/ Engaging in extracurricular activities
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 911-913
Range [0..15] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G18I

Label	Background/ Hours spent on tasks during most recent calendar week/ Other tasks
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	914-916
Range	[0..15] forced: False
ValueScheme	
MissingScheme	1: Background missing scheme (numeric)
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TT2G19A

Label	Professional Development/ Participation in programmes/ I took/take part in an induction programme
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	917-917
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G19B

Label	Professional Development/ Participation in programmes/ I took/take part in informal induction activities
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	918-918
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G19C

Label	Professional Development/ Participation in programmes/ I took/take part in general and/or administrative introduction
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	919-919
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G20A

Label	Professional Development/ Involvement in mentoring activities/ I presently have an assigned mentor to support me
-------	--

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	920-920
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G20B

Label	Professional Development/ Involvement in mentoring activities/ I serve as an assigned mentor for one or more teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	921-921
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G21A1

Label	Professional Development/ Activities/ Courses and workshops/ Participation
-------	--

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	922-922
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G21A2

Label	Professional Development/ Activities/ Courses and workshops/ Duration
Type	Integer
Level	Ratio
Width/Decimals	3.0
Columns	923-925
Range	[0..365] forced: False
ValueScheme	
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996	Logically not applicable
.R / 997	Not reached
.A / 998	Not administered
. / 999	Omitted or Invalid

TT2G21B1

Label	Professional Development/ Activities/ Education conferences or seminars/ Participation
Type	Integer
Level	Nominal
Width/Decimals	1.0

Columns 926-926
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G21B2

Label Professional Development/ Activities/ Education conferences or seminars/ Duration
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 927-929
Range [0..365] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G21C1

Label Professional Development/ Activities/ Observation visits to other schools/ Participation
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 930-930
Range
ValueScheme 1: Yes (1) / No (2)

-
- 1 Yes
 - 2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G21C2

Label Professional Development/ Activities/ Observation visits to other schools/ Duration
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 931-933
Range [0..365] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G21D1

Label Professional Development/ Activities/ Observation visits to business or organisations/
Participation
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 934-934
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G21D2

Label Professional Development/ Activities/ Observation visits to business or organisations/ Duration
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 935-937
Range [0..365] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G21E1

Label Professional Development/ Activities/ In-service training courses in business premises/
Participation
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 938-938
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G21E2

Label Professional Development/ Activities/ In-service training courses in business premises/
Duration
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 939-941
Range [0..365] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G21F

Label Professional Development/ Activities/ Qualification programme (e.g. a degree programme)
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 942-942
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G21G

Label Professional Development/ Activities/ Participation in a network of teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 943-943
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G21H

Label Professional Development/ Activities/ Individual or collaborative research
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 944-944
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G21I

Label Professional Development/ Activities/ Mentoring and coaching
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 945-945
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22A1

Label Professional development/ Topic of activities/ Knowledge and understanding of my subject
field(s)/ Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 946-946
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G22A2

Label Professional development/ Topic of activities/ Knowledge and understanding of my subject
field(s)/ Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 947-947
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate
4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22B1

Label Professional development/ Topic of activities/ Pedagogical competences in teaching my subject
fields(s)/ Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 948-948
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22B2

Label Professional development/ Topic of activities/ Pedagogical competences in teaching my subject fields(s)/ Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 949-949
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate
4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22C1

Label Professional development/ Topic of activities/ Knowledge of the curriculum/ Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 950-950

Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22C2

Label Professional development/ Topic of activities/ Knowledge of the curriculum/ Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 951-951
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate
4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22D1

Label Professional development/ Topic of activities/ Student evaluation and assessment practices/
Topic

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	952-952
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G22D2

Label	Professional development/ Topic of activities/ Student evaluation and assessment practices/ Impact
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	953-953
Range	
ValueScheme	8: Levels of impact (1-4)
1	No
2	Small
3	Moderate
4	Large
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G22E1

Label	Professional development/ Topic of activities/ ICT (information and communication technology) skills/ Topic
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	954-954
Range	
ValueScheme	1: Yes (1) / No (2)
	1 Yes
	2 No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G22E2

Label	Professional development/ Topic of activities/ ICT (information and communication technology) skills/ Impact
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	955-955
Range	
ValueScheme	8: Levels of impact (1-4)
	1 No
	2 Small
	3 Moderate
	4 Large
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22F1

Label Professional development/ Topic of activities/ Student behaviour and classroom management/
Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 956-956
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22F2

Label Professional development/ Topic of activities/ Student behaviour and classroom management/
Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 957-957
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate

4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22G1

Label Professional development/ Topic of activities/ School management and administration/ Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 958-958
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22G2

Label Professional development/ Topic of activities/ School management and administration/ Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 959-959
Range
ValueScheme 8: Levels of impact (1-4)

-
- 1 No
 - 2 Small
 - 3 Moderate
 - 4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G22H1

Label Professional development/ Topic of activities/ Approaches to individualised learning/ Topic

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 960-960

Range

ValueScheme 1: Yes (1) / No (2)

1 Yes

2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G22H2

Label Professional development/ Topic of activities/ Approaches to individualised learning/ Impact

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 961-961
 Range
 ValueScheme 8: Levels of impact (1-4)
 1 No
 2 Small
 3 Moderate
 4 Large

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G22I1

Label Professional development/ Topic of activities/ Teaching students with special needs/ Topic
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 962-962
 Range
 ValueScheme 1: Yes (1) / No (2)
 1 Yes
 2 No

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G22I2

Label Professional development/ Topic of activities/ Teaching students with special needs/ Impact

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	963-963
Range	
ValueScheme	8: Levels of impact (1-4)
1	No
2	Small
3	Moderate
4	Large
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G22J1

Label	Professional development/ Topic of activities/ Teaching in a multicultural or multilingual setting/ Topic
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	964-964
Range	
ValueScheme	1: Yes (1) / No (2)
1	Yes
2	No
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G22J2

Label Professional development/ Topic of activities/ Teaching in a multicultural or multilingual setting/ Impact
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 965-965
 Range
 ValueScheme 8: Levels of impact (1-4)
 1 No
 2 Small
 3 Moderate
 4 Large

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G22K1

Label Professional development/ Topic of activities/ Teaching cross-curricular skills/ Topic
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 966-966
 Range
 ValueScheme 1: Yes (1) / No (2)
 1 Yes
 2 No

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered

. / 9 Omitted or Invalid

TT2G22K2

Label Professional development/ Topic of activities/ Teaching cross-curricular skills/ Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 967-967
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate
4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22L1

Label Professional development/ Topic of activities/ Developing cross-occupational competencies/
Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 968-968
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22L2

Label Professional development/ Topic of activities/ Developing cross-occupational competencies/
Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 969-969
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate
4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22M1

Label Professional development/ Topic of activities/ New technologies in workplaces/ Topic
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 970-970
Range

ValueScheme 1: Yes (1) / No (2)

1 Yes

2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G22M2

Label Professional development/ Topic of activities/ New technologies in workplaces/ Impact

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 971-971

Range

ValueScheme 8: Levels of impact (1-4)

1 No

2 Small

3 Moderate

4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G22N1

Label Professional development/ Topic of activities/ Student career guidance and counselling/ Topic

Type Integer

Level Nominal

Width/Decimals 1.0
Columns 972-972
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G22N2

Label Professional development/ Topic of activities/ Student career guidance and counselling/ Impact
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 973-973
Range
ValueScheme 8: Levels of impact (1-4)
1 No
2 Small
3 Moderate
4 Large

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G23

Label Professional development/ How much did you personally have to pay for (in the last 12 month)?
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 974-974
 Range
 ValueScheme 6: Quantity - none/all (1-3)
 1 None
 2 Some
 3 All

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G24A

Label Professional development/ Support/ I received scheduled time for activities during regular working hours at this school
 Type Integer
 Level Nominal
 Width/Decimals 1.0
 Columns 975-975
 Range
 ValueScheme 1: Yes (1) / No (2)
 1 Yes
 2 No

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G24B

Label Professional development/ Support/ I received a salary supplement for activities outside working hours
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 976-976
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G24C

Label Professional development/ Support/ I received non-monetary support for activities outside working hours
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 977-977
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G25A

Label Professional development/ Included in activities/ A group of colleagues from my school or subject group
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 978-978
Range
ValueScheme 39: Frequency of appearance in activities (1-4)
1 Not in any activities
2 Yes, in some activities
3 Yes, in most activities
4 Yes, in all activities

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G25B

Label Professional development/ Included in activities/ Opportunities for active learning methods
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 979-979
Range
ValueScheme 39: Frequency of appearance in activities (1-4)
1 Not in any activities
2 Yes, in some activities
3 Yes, in most activities
4 Yes, in all activities

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G25C

Label Professional development/ Included in activities/ Collaborative learning activities or
research with other teachers
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 980-980
Range
ValueScheme 39: Frequency of appearance in activities (1-4)
1 Not in any activities
2 Yes, in some activities
3 Yes, in most activities
4 Yes, in all activities

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G25D

Label Professional development/ Included in activities/ An extended time-period
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 981-981

Range
ValueScheme 39: Frequency of appearance in activities (1-4)
1 Not in any activities
2 Yes, in some activities
3 Yes, in most activities
4 Yes, in all activities

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26A

Label Professional development/ Needs/ Knowledge and understanding of my subject field(s)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 982-982
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26B

Label Professional development/ Needs/ Pedagogical competences in teaching my subject field(s)

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	983-983
Range	
ValueScheme	20: Level of needs (1-4)
1	No need at present
2	Low level of need
3	Moderate level of need
4	High level of need
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G26C

Label	Professional development/ Needs/ Knowledge of the curriculum
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	984-984
Range	
ValueScheme	20: Level of needs (1-4)
1	No need at present
2	Low level of need
3	Moderate level of need
4	High level of need
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G26D

Label Professional development/ Needs/ Student evaluation and assessment practice
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 985-985
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26E

Label Professional development/ Needs/ ICT (information and communication technology) skills for
teaching
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 986-986
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26F

Label Professional development/ Needs/ Student behaviour and classroom management
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 987-987
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26G

Label Professional development/ Needs/ School management and administration
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 988-988
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26H

Label Professional development/ Needs/ Approaches to individualised learning
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 989-989
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26I

Label Professional development/ Needs/ Teaching students with special needs (see question [9] for the definition)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 990-990
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need

-
- 3 Moderate level of need
 - 4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26J

Label Professional development/ Needs/ Teaching in a multicultural or multilingual setting
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 991-991
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26K

Label Professional development/ Needs/ Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 992-992

Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26L

Label Professional development/ Needs/ Approaches to develop cross-occupational competencies for future work or future studies
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 993-993
Range
ValueScheme 20: Level of needs (1-4)
1 No need at present
2 Low level of need
3 Moderate level of need
4 High level of need
MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G26M

Label Professional development/ Needs/ New technologies in work places

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	994-994
Range	
ValueScheme	20: Level of needs (1-4)
1	No need at present
2	Low level of need
3	Moderate level of need
4	High level of need
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G26N

Label	Professional development/ Needs/ Student career guidance and counselling
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	995-995
Range	
ValueScheme	20: Level of needs (1-4)
1	No need at present
2	Low level of need
3	Moderate level of need
4	High level of need
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G27A

Label Professional development/ Barriers to professional development/ I do not have the pre-requisites
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 996-996
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G27B

Label Professional development/ Barriers to professional development/ Is too expensive/ unaffordable
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 997-997
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G27C

Label Professional development/ Barriers to professional development/ There is a lack of employer support
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 998-998
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G27D

Label Professional development/ Barriers to professional development/ Professional development conflicts with my work schedule
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 999-999
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G27E

Label Professional development/ Barriers to professional development/ I do not have time because of family responsibilities
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1000-1000
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G27F

Label Professional development/ Barriers to professional development/ There is no relevant professional development offered
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1001-1001
Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2G27G

Label Professional development/ Barriers to professional development/ There are no incentives for participating

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1002-1002

Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2G28A1

Label Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ External individuals

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1003-1003
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28A2

Label	Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ School principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1004-1004
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28A3

Label	Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Members of school management
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Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1005-1005
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28A4

Label	Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Assigned mentors
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1006-1006
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28A5

Label	Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Other teachers
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	1007-1007
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28A6

Label	Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Never in this school
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1008-1008
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28B1

Label	Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ External individuals
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Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1009-1009
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28B2

Label	Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ School principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1010-1010
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28B3

Label	Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Members of school management
-------	--

Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1011-1011
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28B4

Label	Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Assigned mentors
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1012-1012
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28B5

Label	Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Other teachers
Type	Integer

Level	Nominal
Width/Decimals	1.0
Columns	1013-1013
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28B6

Label	Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Never in this school
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1014-1014
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28C1

Label	Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ External individuals
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Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1015-1015
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28C2

Label	Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ School principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1016-1016
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28C3

Label	Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/
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	Members of school management
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1017-1017
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28C4

Label	Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ Assigned mentors
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1018-1018
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
1	Marked
2	Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28C5

Label Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/
Other teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1019-1019
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28C6

Label Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/
Never in this school
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1020-1020
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28D1

Label	Teacher feedback/ Methods to provide feedback/ Analysis of students' test scores/ External individuals
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1021-1021
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28D2

Label	Teacher feedback/ Methods to provide feedback/ Analysis of students' test scores/ School principal
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1022-1022
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28D3

Label Teacher feedback/ Methods to provide feedback/ Analysis of students' test scores/ Members of school management
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1023-1023
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28D4

Label Teacher feedback/ Methods to provide feedback/ Analysis of students' test scores/ Assigned mentors
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1024-1024
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28D5

Label	Teacher feedback/ Methods to provide feedback/ Analysis of students' test scores/ Other teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1025-1025
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28D6

Label	Teacher feedback/ Methods to provide feedback/ Analysis of students' test scores/ Never in this school
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1026-1026
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28E1

Label Teacher feedback/ Methods to provide feedback/ Teachers' self-assessments/ External individuals
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1027-1027
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28E2

Label Teacher feedback/ Methods to provide feedback/ Teachers' self-assessments/ School principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1028-1028
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28E3

Label	Teacher feedback/ Methods to provide feedback/ Teachers' self-assessments/ Members of school management
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1029-1029
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28E4

Label	Teacher feedback/ Methods to provide feedback/ Teachers' self-assessments/ Assigned mentors
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1030-1030
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28E5

Label	Teacher feedback/ Methods to provide feedback/ Teachers' self-assessments/ Other teachers
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1031-1031
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28E6

Label	Teacher feedback/ Methods to provide feedback/ Teachers' self-assessments/ Never in this school
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1032-1032
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G28F1

Label Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/
External individuals
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1033-1033
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28F2

Label Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/
School principal
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1034-1034
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28F3

Label Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/
Members of school management
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1035-1035
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28F4

Label Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/
Assigned mentors
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1036-1036
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28F5

Label Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/
Other teachers
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1037-1037
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G28F6

Label Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/
Never in this school
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1038-1038
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29A

Label Teacher feedback/ Emphasis placed on/ Student performance
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1039-1039
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29B

Label Teacher feedback/ Emphasis placed on/ Knowledge and understanding of my subject field(s)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1040-1040
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29C

Label Teacher feedback/ Emphasis placed on/ Pedagogical competences in teaching my subject field(s)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1041-1041
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29D

Label Teacher feedback/ Emphasis placed on/ Student assessment practices
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1042-1042
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all

-
- 2 Considered with low importance
 - 3 Considered with moderate importance
 - 4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

- .B / 6 Logically not applicable
- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2G29E

Label Teacher feedback/ Emphasis placed on/ Student behaviour and classroom management

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1043-1043

Range

ValueScheme 21: Level of consideration (1-4)

- 1 Not considered at all
- 2 Considered with low importance
- 3 Considered with moderate importance
- 4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

- .B / 6 Logically not applicable
- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2G29F

Label Teacher feedback/ Emphasis placed on/ Your teaching of students with special needs

Type Integer

Level Ordinal

Width/Decimals 1.0
Columns 1044-1044
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29G

Label Teacher feedback/ Emphasis placed on/ Teaching in a multicultural or multilingual setting
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1045-1045
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29H

Label Teacher feedback/ Emphasis placed on/ The feedback I provide to other teachers to improve their teaching
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1046-1046
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29I

Label Teacher feedback/ Emphasis placed on/ Feedback from parents or guardians
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1047-1047
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29J

Label Teacher feedback/ Emphasis placed on/ Student feedback
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1048-1048
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance
4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G29K

Label Teacher feedback/ Emphasis placed on/ Collaboration or working with other teachers
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1049-1049
Range
ValueScheme 21: Level of consideration (1-4)
1 Not considered at all
2 Considered with low importance
3 Considered with moderate importance

4 Considered with high importance

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30A

Label Teacher feedback/ Has led to a positive change in/ Your public recognition from the principal
and/or your colleagues
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1050-1050
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30B

Label Teacher feedback/ Has led to a positive change in/ Your role in school development initiatives
Type Integer
Level Ordinal
Width/Decimals 1.0

Columns 1051-1051
 Range
 ValueScheme 19: Amount of change (1-4)
 1 No positive change
 2 A small change
 3 A moderate change
 4 A large change

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G30C

Label Teacher feedback/ Has led to a positive change in/ The likelihood of career advancement
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1052-1052
 Range
 ValueScheme 19: Amount of change (1-4)
 1 No positive change
 2 A small change
 3 A moderate change
 4 A large change

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G30D

Label Teacher feedback/ Has led to a positive change in/ The amount of professional development you undertake
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1053-1053
 Range
 ValueScheme 19: Amount of change (1-4)
 1 No positive change
 2 A small change
 3 A moderate change
 4 A large change

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G30E

Label Teacher feedback/ Has led to a positive change in/ Your job responsibilities at this school
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1054-1054
 Range
 ValueScheme 19: Amount of change (1-4)
 1 No positive change
 2 A small change
 3 A moderate change
 4 A large change

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered

. / 9 Omitted or Invalid

TT2G30F

Label Teacher feedback/ Has led to a positive change in/ Your confidence as a teacher
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1055-1055
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30G

Label Teacher feedback/ Has led to a positive change in/ Your salary and/or financial bonus
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1056-1056
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30H

Label Teacher feedback/ Has led to a positive change in/ Your classroom management practices
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1057-1057
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30I

Label Teacher feedback/ Has led to a positive change in/ Your knowledge and understanding of your
main subject field(s)
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1058-1058

Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30J

Label Teacher feedback/ Has led to a positive change in/ Your teaching practices
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1059-1059
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30K

Label Teacher feedback/ Has led to a positive change in/ Your methods for teaching of students with special needs
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1060-1060
 Range
 ValueScheme 19: Amount of change (1-4)
 1 No positive change
 2 A small change
 3 A moderate change
 4 A large change

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G30L

Label Teacher feedback/ Has led to a positive change in/ Your use of student assessments to improve student learning
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1061-1061
 Range
 ValueScheme 19: Amount of change (1-4)
 1 No positive change
 2 A small change
 3 A moderate change
 4 A large change

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered

. / 9 Omitted or Invalid

TT2G30M

Label Teacher feedback/ Has led to a positive change in/ Your job satisfaction
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1062-1062
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G30N

Label Teacher feedback/ Has led to a positive change in/ Your motivation
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1063-1063
Range
ValueScheme 19: Amount of change (1-4)
1 No positive change
2 A small change
3 A moderate change
4 A large change

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G31A

Label Teacher feedback/ Agreement with/ The best performing teachers in this school receive the
greatest recognition
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1064-1064
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G31B

Label Teacher feedback/ Agreement with/ Teacher appraisal and feedback has little impact upon the
way teachers teach
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1065-1065

Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G31C

Label Teacher feedback/ Agreement with/ Teacher appraisal and feedback are largely done to fulfil administrative requirements
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1066-1066
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree
MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G31D

Label Teacher feedback/ Agreement with/ A development or training plan is established for teachers

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        to improve their work
      Type Integer
      Level Ordinal
Width/Decimals 1.0
      Columns 1067-1067
      Range
ValueScheme 17: Level of agreement (1-4)
      1 Strongly disagree
      2 Disagree
      3 Agree
      4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
      .R / 7 Not reached
      .A / 8 Not administered
      . / 9 Omitted or Invalid

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TT2G31E

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      Label Teacher feedback/ Agreement with/ Feedback is provided to teachers based on a thorough
            assessment of their teaching
      Type Integer
      Level Ordinal
Width/Decimals 1.0
      Columns 1068-1068
      Range
ValueScheme 17: Level of agreement (1-4)
      1 Strongly disagree
      2 Disagree
      3 Agree
      4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
      .R / 7 Not reached
      .A / 8 Not administered
      . / 9 Omitted or Invalid

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TT2G31F

Label Teacher feedback/ Agreement with/ If a teacher is consistently under-performing, he/she would be dismissed
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1069-1069
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G31G

Label Teacher feedback/ Agreement with/ Measures to remedy any weaknesses in teaching are discussed with the teacher
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1070-1070
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G31H

Label Teacher feedback/ Agreement with/ A mentor is appointed to help the teacher improve his/her teaching
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1071-1071
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G32A

Label Teaching in General/ Personal beliefs on teaching/ My role as a teacher is to facilitate students' own inquiry
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1072-1072
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree

-
- 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G32B

Label Teaching in General/ Personal beliefs on teaching/ Students learn best by finding solutions to problems on their own
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1073-1073
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G32C

Label Teaching in General/ Personal beliefs on teaching/ Students should be allowed to think of solutions themselves
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 1074-1074
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G32D

Label Teaching in General/ Personal beliefs on teaching/ Thinking and reasoning processes are more important
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1075-1075
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33A

Label Teaching in General/ How often do you/ Teach jointly as a team in the same class
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1076-1076
Range
ValueScheme 11: Frequency (times per year/week, 1-6)
1 Never
2 Once a year or less
3 2-4 times a year
4 5-10 times a year
5 1-3 times a month
6 Once a week or more

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33B

Label Teaching in General/ How often do you/ Observe other teachers' classes and provide feedback
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1077-1077
Range
ValueScheme 11: Frequency (times per year/week, 1-6)
1 Never
2 Once a year or less
3 2-4 times a year
4 5-10 times a year
5 1-3 times a month
6 Once a week or more

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33C

Label Teaching in General/ How often do you/ Engage in joint activities across different classes and age groups
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1078-1078
Range
ValueScheme 11: Frequency (times per year/week, 1-6)
1 Never
2 Once a year or less
3 2-4 times a year
4 5-10 times a year
5 1-3 times a month
6 Once a week or more

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33D

Label Teaching in General/ How often do you/ Exchange teaching materials with colleagues
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1079-1079
Range
ValueScheme 11: Frequency (times per year/week, 1-6)
1 Never

-
- 2 Once a year or less
 - 3 2-4 times a year
 - 4 5-10 times a year
 - 5 1-3 times a month
 - 6 Once a week or more

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33E

Label Teaching in General/ How often do you/ Engage in discussions about the learning development of specific students
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1080-1080
Range
ValueScheme 11: Frequency (times per year/week, 1-6)
1 Never
2 Once a year or less
3 2-4 times a year
4 5-10 times a year
5 1-3 times a month
6 Once a week or more

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33F

Label Teaching in General/ How often do you/ Work with teachers to ensure common standards for
 assessing student progress
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1081-1081
 Range
 ValueScheme 11: Frequency (times per year/week, 1-6)
 1 Never
 2 Once a year or less
 3 2-4 times a year
 4 5-10 times a year
 5 1-3 times a month
 6 Once a week or more

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G33G

Label Teaching in General/ How often do you/ Attend team conferences
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1082-1082
 Range
 ValueScheme 11: Frequency (times per year/week, 1-6)
 1 Never
 2 Once a year or less
 3 2-4 times a year
 4 5-10 times a year
 5 1-3 times a month
 6 Once a week or more

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G33H

Label Teaching in General/ How often do you/ Take part in collaborative professional learning
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1083-1083
Range
ValueScheme 11: Frequency (times per year/week, 1-6)
1 Never
2 Once a year or less
3 2-4 times a year
4 5-10 times a year
5 1-3 times a month
6 Once a week or more

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34A

Label Teaching in General/ To what extend can you do the following/ Get students to believe they can do well in school work
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1084-1084
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all

-
- 2 To some extent
 - 3 Quite a bit
 - 4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34B

Label Teaching in General/ To what extend can you do the following/ Help my students value learning
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1085-1085
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34C

Label Teaching in General/ To what extend can you do the following/ Craft good questions for my students
Type Integer
Level Ordinal
Width/Decimals 1.0

Columns 1086-1086
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34D

Label Teaching in General/ To what extent can you do the following/ Control disruptive behaviour in the classroom
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1087-1087
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34E

Label Teaching in General/ To what extend can you do the following/ Motivate students who show low interest in school work
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1088-1088
 Range
 ValueScheme 10: Magnitude (1-4)
 1 Not at all
 2 To some extent
 3 Quite a bit
 4 A lot

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G34F

Label Teaching in General/ To what extend can you do the following/ Make my expectations about student behaviour clear
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1089-1089
 Range
 ValueScheme 10: Magnitude (1-4)
 1 Not at all
 2 To some extent
 3 Quite a bit
 4 A lot

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G34G

Label Teaching in General/ To what extend can you do the following/ Help students think critically
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1090-1090
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34H

Label Teaching in General/ To what extend can you do the following/ Get students to follow classroom rules
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1091-1091
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34I

Label Teaching in General/ To what extend can you do the following/ Calm a student who is disruptive or noisy
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1092-1092
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34J

Label Teaching in General/ To what extend can you do the following/ Use a variety of assessment strategies
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1093-1093
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all

-
- 2 To some extent
 - 3 Quite a bit
 - 4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34K

Label Teaching in General/ To what extend can you do the following/ Provide an alternative explanation
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1094-1094
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G34L

Label Teaching in General/ To what extend can you do the following/ Implement alternative instructional strategies
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 1095-1095
Range
ValueScheme 10: Magnitude (1-4)
1 Not at all
2 To some extent
3 Quite a bit
4 A lot

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G35A

Label Your Teaching/ Composition of <target class>/ Students whose [first language] is different
from language of instruction
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1096-1096
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%
4 31% to 60%
5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G35B

Label Your Teaching/ Composition of <target class>/ Low academic achievers
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1097-1097
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%
4 31% to 60%
5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G35C

Label Your Teaching/ Composition of <target class>/ Students with special needs
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1098-1098
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%
4 31% to 60%
5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G35D

Label Your Teaching/ Composition of <target class>/ Students with behavioural problems
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1099-1099
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%
4 31% to 60%
5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G35E

Label Your Teaching/ Composition of <target class>/ Students from socioeconomically disadvantaged homes
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1100-1100
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%

-
- 4 31% to 60%
 - 5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G35F

Label Your Teaching/ Composition of <target class>/ Academically gifted students
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1101-1101
Range
ValueScheme 16: Percentage (1-5)
1 None
2 1% to 10%
3 11% to 30%
4 31% to 60%
5 More than 60%

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G36

Label Your Teaching/ Is your teaching in the <target class> directed entirely or mainly to <special needs> students?
Type Integer
Level Nominal
Width/Decimals 1.0

Columns 1102-1102
Range
ValueScheme 1: Yes (1) / No (2)
1 Yes
2 No

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G37

Label Your Teaching/ Into which subject category does this <target class> fall?
Type Integer
Level Nominal
Width/Decimals 2.0
Columns 1103-1104
Range
ValueScheme 40: Subject categories (1-13)
1 Reading, writing and literature
2 Mathematics
3 Science
4 Social studies
5 Modern foreign languages
6 Ancient Greek and/or Latin
7 Technology
8 Arts
9 Physical education
10 Religion and/or ethics
11 Practical and vocational skills
12 Other

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 96 Logically not applicable
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G38

Label Your Teaching/ How many students are currently enrolled in this <target class>?
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 1105-1107
Range [10..50] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G39A

Label Your Teaching/ Percentage of <class> time is typically spent on/ Administrative tasks
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 1108-1110
Range [0..20] forced: False
ValueScheme
MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 996 Logically not applicable
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2G39B

Label Your Teaching/ Percentage of <class> time is typically spent on/ Keeping order in the classroom
 Type Integer
 Level Ratio
 Width/Decimals 3.0
 Columns 1111-1113
 Range [0..30] forced: False
 ValueScheme
 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 996 Logically not applicable
 .R / 997 Not reached
 .A / 998 Not administered
 . / 999 Omitted or Invalid

TT2G39C

Label Your Teaching/ Percentage of <class> time is typically spent on/ Actual teaching and learning
 Type Integer
 Level Ratio
 Width/Decimals 3.0
 Columns 1114-1116
 Range [50..100] forced: False
 ValueScheme
 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 996 Logically not applicable
 .R / 997 Not reached
 .A / 998 Not administered
 . / 999 Omitted or Invalid

TT2G40

Label Your Teaching/ Please indicate how representative you feel the <target class> is of all the
 classes you teach
 Type Integer
 Level Ordinal

Width/Decimals 1.0
Columns 1117-1117
Range
ValueScheme 41: Level of representativeness (1-3)
1 Very representative
2 Representative
3 Not representative

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G41A

Label Your Teaching/ Agreement with statements/ When the lesson begins, I wait quite a long time for students to quiet down
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1118-1118
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G41B

Label Your Teaching/ Agreement with statements/ Students in this class take care to create a pleasant learning atmosphere

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1119-1119

Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

- .B / 6 Logically not applicable
- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2G41C

Label Your Teaching/ Agreement with statements/ I lose quite a lot of time because of students interrupting the lesson

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1120-1120

Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")

- .B / 6 Logically not applicable

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G41D

Label Your Teaching/ Agreement with statements/ There is much disruptive noise in this classroom
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1121-1121
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G42A

Label Your Teaching/ How often happens/ I present a summary of recently learned content
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1122-1122
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally

-
- 3 Frequently
 - 4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G42B

Label Your Teaching/ How often happens/ Students work in small groups to come up with a joint solution to a problem
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1123-1123
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G42C

Label Your Teaching/ How often happens/ I give different work to students with difficulties or those who advance fast
Type Integer

Level	Ordinal
Width/Decimals	1.0
Columns	1124-1124
Range	
ValueScheme	26: Frequency of lessons (1-4)
1	Never or almost never
2	Occasionally
3	Frequently
4	In all or nearly all lessons
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G42D

Label	Your Teaching/ How often happens/ I refer to a problem from everyday life or work
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1125-1125
Range	
ValueScheme	26: Frequency of lessons (1-4)
1	Never or almost never
2	Occasionally
3	Frequently
4	In all or nearly all lessons
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G42E

Label Your Teaching/ How often happens/ I let students practice similar tasks until every student has understood
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1126-1126
 Range
 ValueScheme 26: Frequency of lessons (1-4)
 1 Never or almost never
 2 Occasionally
 3 Frequently
 4 In all or nearly all lessons

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G42F

Label Your Teaching/ How often happens/ I check my students' exercise books or homework
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1127-1127
 Range
 ValueScheme 26: Frequency of lessons (1-4)
 1 Never or almost never
 2 Occasionally
 3 Frequently
 4 In all or nearly all lessons

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G42G

Label Your Teaching/ How often happens/ Students work on projects that require at least one week to complete
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1128-1128
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G42H

Label Your Teaching/ How often happens/ Students use ICT for projects or class work
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1129-1129
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never

-
- 2 Occasionally
 - 3 Frequently
 - 4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G43A

Label Your Teaching/ Assessing student learning/ I develop and administer my own assessment
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1130-1130
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G43B

Label Your Teaching/ Assessing student learning/ I administer a standardised test
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 1131-1131
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G43C

Label Your Teaching/ Assessing student learning/ Individual students answer questions in front of the class
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1132-1132
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G43D

Label Your Teaching/ Assessing student learning/ I provide written feedback on student work in addition to a <mark>
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1133-1133
 Range
 ValueScheme 26: Frequency of lessons (1-4)
 1 Never or almost never
 2 Occasionally
 3 Frequently
 4 In all or nearly all lessons

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2G43E

Label Your Teaching/ Assessing student learning/ I let students evaluate their own progress
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1134-1134
 Range
 ValueScheme 26: Frequency of lessons (1-4)
 1 Never or almost never
 2 Occasionally
 3 Frequently
 4 In all or nearly all lessons

 MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
 .B / 6 Logically not applicable

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G43F

Label Your Teaching/ Assessing student learning / I observe students when working and provide immediate feedback
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1135-1135
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G44A

Label School Climate/ Agreement with/ This school provides staff with opportunities to participate in school decisions
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1136-1136
Range
ValueScheme 17: Level of agreement (1-4)

-
- 1 Strongly disagree
 - 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G44B

Label School Climate/ Agreement with/ This school provides parents with opportunities to participate in school decisions

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1137-1137

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G44C

Label School Climate/ Agreement with/ This school provides students with opportunities to participate in school decisions

Type Integer

Level	Ordinal
Width/Decimals	1.0
Columns	1138-1138
Range	
ValueScheme	17: Level of agreement (1-4)
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G44D

Label	School Climate/ Agreement with/ This school has a culture of shared responsibility for school issues
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1139-1139
Range	
ValueScheme	17: Level of agreement (1-4)
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G44E

Label School Climate/ Agreement with/ There is a collaborative school culture which is characterised by mutual support
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1140-1140
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G45A

Label School Climate/ Agreement with what happens/ In this school, teachers and students usually get on well with each other
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1141-1141
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G45B

Label School Climate/ Agreement with what happens/ Most teachers in this school believe that students' well-being is important
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1142-1142
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G45C

Label School Climate/ Agreement with what happens/ Most teachers in this school are interested in what students have to say
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1143-1143
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G45D

Label School Climate/ Agreement with what happens/ If a student needs extra assistance, the school provides it
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1144-1144
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46A

Label School Climate/ About your job/ The advantages of being a teacher clearly outweigh the disadvantages
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1145-1145

Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46B

Label School Climate/ About your job/ If I could decide again, I would still choose to work as a teacher
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1146-1146
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree
MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46C

Label School Climate/ About your job/ I would like to change to another school if that were possible

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1147-1147
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G46D

Label	School Climate/ About your job/ I regret that I decided to become a teacher
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1148-1148
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G46E

Label School Climate/ About your job/ I enjoy working at this school
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1149-1149
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46F

Label School Climate/ About your job/ I wonder whether it would have been better to choose another
profession
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1150-1150
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46G

Label School Climate/ About your job/ I would recommend my school as a good place to work
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1151-1151
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46H

Label School Climate/ About your job/ I think that the teaching profession is valued in society
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1152-1152
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46I

Label School Climate/ About your job/ I am satisfied with my performance in this school
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1153-1153
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G46J

Label School Climate/ About your job/ All in all, I am satisfied with my job
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1154-1154
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G47A

Label School Climate/ Your personal attitudes/ I always listen carefully to students
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1155-1156
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47B

Label School Climate/ Your personal attitudes/ I am confident about my judgments about students
Type Integer
Level Ordinal
Width/Decimals 2.0

Columns 1157-1158
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47C

Label School Climate/ Your personal attitudes/ I have doubts about my ability to succeed as a teacher
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1159-1160
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47D

Label School Climate/ Your personal attitudes/ I have always been honest with myself about my teaching qualities
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1161-1162
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47E

Label School Climate/ Your personal attitudes/ I feel threatened by teachers who are very successful
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1163-1164
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...

4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47F

Label School Climate/ Your personal attitudes/ I have said things that hurt colleagues' or students' feelings
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1165-1166
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47G

Label School Climate/ Your personal attitudes/ I feel angry when colleagues express ideas different
 from my own
 Type Integer
 Level Ordinal
 Width/Decimals 2.0
 Columns 1167-1168
 Range
 ValueScheme 13: Level of agreement (1-7)
 1 Totally disagree
 2 ...
 3 ...
 4 Neutral
 5 ...
 6 ...
 7 Totally agree

 MissingScheme 1: Background missing scheme (numeric)
 .R / 97 Not reached
 .A / 98 Not administered
 . / 99 Omitted or Invalid

TT2G47H

Label School Climate/ Your personal attitudes/ I help students and colleagues in trouble
 Type Integer
 Level Ordinal
 Width/Decimals 2.0
 Columns 1169-1170
 Range
 ValueScheme 13: Level of agreement (1-7)
 1 Totally disagree
 2 ...
 3 ...
 4 Neutral
 5 ...
 6 ...
 7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47I

Label School Climate/ Your personal attitudes/ I admit when I do not know something if a student asks a question in class
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1171-1172
Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G47J

Label School Climate/ Your personal attitudes/ I am irritated by students who ask for favours
Type Integer
Level Ordinal
Width/Decimals 2.0
Columns 1173-1174

Range
ValueScheme 13: Level of agreement (1-7)
1 Totally disagree
2 ...
3 ...
4 Neutral
5 ...
6 ...
7 Totally agree

MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2G48A

Label Teacher Mobility/ Been abroad for professional purposes/ No
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1175-1175
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G48B

Label Teacher Mobility/ Been abroad for professional purposes/ Yes, as a student as part of my

	teacher education
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1176-1176
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G48C

Label	Teacher Mobility/ Been abroad for professional purposes/ Yes, as a teacher in an EU programme (e.g. Comenius)
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1177-1177
Range	
ValueScheme	2: Marked (1)/ Not marked (2)
	1 Marked
	2 Not marked
MissingScheme	2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6	Logically not applicable
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2G48D

Label Teacher Mobility/ Been abroad for professional purposes/ Yes, as a teacher in a regional or national programme
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1178-1178
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G48E

Label Teacher Mobility/ Been abroad for professional purposes/ Yes, as a teacher as arranged by my school or school district
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1179-1179
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G48F

Label Teacher Mobility/ Been abroad for professional purposes/ Yes, by my own initiative
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1180-1180
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G49A

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Studying, as part of your teacher education
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1181-1181
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered

. / 9 Omitted or Invalid

TT2G49B

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Language learning
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1182-1182
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G49C

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Learning of other
subject areas
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1183-1183
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G49D

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Accompanying
visiting students
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1184-1184
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G49E

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Establishing
contact with schools abroad
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1185-1185
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G49F

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Teaching
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1186-1186
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked
2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2G49G

Label Teacher Mobility/ If yes, what were the purpose(s) of your visit(s) abroad?/ Other
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1187-1187
Range
ValueScheme 2: Marked (1)/ Not marked (2)
1 Marked

2 Not marked

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M01T

Label Selecting a Target Class/ Please list all mathematics <classes> you teach where some of the
students are 15 years old
Type String/character (Unicode)
Level Nominal
Width/Decimals 250.0
Columns 1188-1437
Range
ValueScheme
MissingScheme 0

TT2M02T

Label Selecting a Target Class/ Which of the <classes> listed in Question [1] has the most
15-year-olds?
Type String/character (Unicode)
Level Nominal
Width/Decimals 250.0
Columns 1438-1687
Range
ValueScheme
MissingScheme 0

TT2M03

Label Selecting a Target Class/ Is this <class> the same you identified for Questions [35 to 43] in the Teacher Questionnaire?

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 1688-1688

Range

ValueScheme 1: Yes (1) / No (2)

1 Yes

2 No

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2M04

Label About the Target Class/ Which of the following best describes the achievement level of students in the <target class>?

Type Integer

Level Nominal

Width/Decimals 1.0

Columns 1689-1689

Range

ValueScheme 42: Student achievement mathematics (1-4)

1 Mostly high achieving students in mathematics

2 Mostly average students in mathematics

3 Mostly low achieving students in mathematics

4 Approximately equal numbers of high, average, and low achievement students in mathematics

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2M05

Label About the Target Class/ How many times per school week on average does the <target class> meet for a mathematics lesson?
Type Integer
Level Ratio
Width/Decimals 2.0
Columns 1690-1691
Range [1..8] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 97 Not reached
.A / 98 Not administered
. / 99 Omitted or Invalid

TT2M06

Label About the Target Class/ When you meet with the <target class>, what is the average length of a mathematics lesson?
Type Integer
Level Ratio
Width/Decimals 3.0
Columns 1692-1694
Range [15..120] forced: False
ValueScheme
MissingScheme 1: Background missing scheme (numeric)
.R / 997 Not reached
.A / 998 Not administered
. / 999 Omitted or Invalid

TT2M07A

Label About the Target Class/ Strategies/ I lecture or explain a mathematics concept or procedure to the whole class

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1695-1695
Range	
ValueScheme	22: Likelihood (1-4)
1	Very unlikely
2	Somewhat unlikely
3	Somewhat likely
4	Very likely
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M07B

Label	About the Target Class/ Strategies/ I go over homework or problem sets with the whole class
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1696-1696
Range	
ValueScheme	22: Likelihood (1-4)
1	Very unlikely
2	Somewhat unlikely
3	Somewhat likely
4	Very likely
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M07C

Label About the Target Class/ Strategies/ I review a previous lesson with the whole class
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1697-1697
Range
ValueScheme 22: Likeliness (1-4)
1 Very unlikely
2 Somewhat unlikely
3 Somewhat likely
4 Very likely

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M07D

Label About the Target Class/ Strategies/ I have students work individually
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1698-1698
Range
ValueScheme 22: Likeliness (1-4)
1 Very unlikely
2 Somewhat unlikely
3 Somewhat likely
4 Very likely

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M07E

Label About the Target Class/ Strategies/ I have students work in groups
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1699-1699
Range
ValueScheme 22: Likeliness (1-4)
1 Very unlikely
2 Somewhat unlikely
3 Somewhat likely
4 Very likely

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M07F

Label About the Target Class/ Strategies/ I have students complete a test or quiz
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1700-1700
Range
ValueScheme 22: Likeliness (1-4)
1 Very unlikely
2 Somewhat unlikely
3 Somewhat likely
4 Very likely

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M07G

Label About the Target Class/ Strategies/ I complete classroom administrative tasks
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1701-1701
Range
ValueScheme 22: Likeliness (1-4)
1 Very unlikely
2 Somewhat unlikely
3 Somewhat likely
4 Very likely

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M08

Label About the Target Class/ How often do you assign homework for completion outside of the classroom?
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1702-1702
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently

4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M09

Label About the Target Class/ Time you expect an average student in the <target class> to work on homework
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1703-1703
Range
ValueScheme 23: Length of homework (1-5)
1 15 minutes or less
2 16 to 30 minutes
3 31 to 60 minutes
4 More than 60 minutes
5 Length of time to complete homework assignments varies a great deal

MissingScheme 2: Background missing scheme (numeric, including "Logically not applicable")
.B / 6 Logically not applicable
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M10

Label About the Target Class/ How often do students have calculators available for use in their mathematic assignments?
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 1704-1704
Range
ValueScheme 27: Frequency of assignments (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all assignments

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M11

Label About the Target Class/ How often are students allowed to use calculators in tests or quizzes?
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1705-1705
Range
ValueScheme 28: Frequency of tests or quizzes (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all tests or quizzes

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M12A

Label	About the Target Class/ Use of ICT resources/ Drill and practice software
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1706-1706
Range	
ValueScheme	29: Frequency overall (1-4)
1	Never or almost never
2	Occasionally
3	Frequently
4	Always or almost always
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M12B

Label	About the Target Class/ Use of ICT resources/ Topic-specific software
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1707-1707
Range	
ValueScheme	29: Frequency overall (1-4)
1	Never or almost never
2	Occasionally
3	Frequently
4	Always or almost always
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M12C

Label	About the Target Class/ Use of ICT resources/ Spreadsheets or other data analysis software
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1708-1708
Range	
ValueScheme	29: Frequency overall (1-4)
	1 Never or almost never
	2 Occasionally
	3 Frequently
	4 Always or almost always
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M12D

Label	About the Target Class/ Use of ICT resources/ Software for assessing student learning
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1709-1709
Range	
ValueScheme	29: Frequency overall (1-4)
	1 Never or almost never
	2 Occasionally
	3 Frequently
	4 Always or almost always
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M12E

Label About the Target Class/ Use of ICT resources/ Internet resources
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1710-1710
Range
ValueScheme 29: Frequency overall (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 Always or almost always

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13A

Label Educational Approaches/ Teaching Practices/ I explicitly state learning goals
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1711-1711
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13B

Label Educational Approaches/ Teaching Practices/ I ask short, fact-based questions
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1712-1712
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13C

Label Educational Approaches/ Teaching Practices/ I expect students to explain their thinking on complex problems
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1713-1713
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally

-
- 3 Frequently
 - 4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13D

Label Educational Approaches/ Teaching Practices/ I give students a choice of problems to solve
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1714-1714
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13E

Label Educational Approaches/ Teaching Practices/ I connect mathematics concepts and teach their use
outside of school
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1715-1715

Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13F

Label Educational Approaches/ Teaching Practices/ I encourage students to solve problems more than one way
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1716-1716
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons
MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13G

Label Educational Approaches/ Teaching Practices/ I require students to provide explanations of how

	they solve problems
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1717-1717
Range	
ValueScheme	26: Frequency of lessons (1-4)
	1 Never or almost never
	2 Occasionally
	3 Frequently
	4 In all or nearly all lessons
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M13H

Label	Educational Approaches/ Teaching Practices/ I require students to work on projects that take more than a class period
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1718-1718
Range	
ValueScheme	26: Frequency of lessons (1-4)
	1 Never or almost never
	2 Occasionally
	3 Frequently
	4 In all or nearly all lessons
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M13I

Label Educational Approaches/ Teaching Practices/ I go over homework problems that students were not able to solve
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1719-1719
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M13J

Label Educational Approaches/ Teaching Practices/ I encourage students to work together to solve problems
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1720-1720
Range
ValueScheme 26: Frequency of lessons (1-4)
1 Never or almost never
2 Occasionally
3 Frequently
4 In all or nearly all lessons

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14A

Label Educational Approaches/ Goals for teaching mathematics/ To help students to solve real-world problems
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1721-1721
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14B

Label Educational Approaches/ Goals for teaching mathematics/ The structure of the number system and the logic of mathematics
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1722-1722
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree

-
- 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14C

Label Educational Approaches/ Goals for teaching mathematics/ Explaining an answer is just as important as getting an answer
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1723-1723
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14D

Label Educational Approaches/ Goals for teaching mathematics/ Students need to learn traditional methods for doing mathematics
Type Integer
Level Ordinal

Width/Decimals 1.0
Columns 1724-1724
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14E

Label Educational Approaches/ Goals for teaching mathematics/ To solve a mathematics problem correctly
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1725-1725
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14F

Label Educational Approaches/ Goals for teaching mathematics/ To learn skills before being asked to solve complex problems
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1726-1726
 Range
 ValueScheme 17: Level of agreement (1-4)
 1 Strongly disagree
 2 Disagree
 3 Agree
 4 Strongly agree

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2M14G

Label Educational Approaches/ Goals for teaching mathematics/ Solving difficult problems helps to become good problem solvers
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1727-1727
 Range
 ValueScheme 17: Level of agreement (1-4)
 1 Strongly disagree
 2 Disagree
 3 Agree
 4 Strongly agree

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2M14H

Label Educational Approaches/ Goals for teaching mathematics/ Students to solve a few complex problems than a lot of easy ones
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1728-1728
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14I

Label Educational Approaches/ Goals for teaching mathematics/ To help students become more logical
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1729-1729
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14J

Label Educational Approaches/ Goals for teaching mathematics/ Graphics calculators and computers can help students
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1730-1730
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M14K

Label Educational Approaches/ Goals for teaching mathematics/ Hypothesising, estimating, and creative thinking
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1731-1731
Range
ValueScheme 17: Level of agreement (1-4)

-
- 1 Strongly disagree
 - 2 Disagree
 - 3 Agree
 - 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2M14L

Label Educational Approaches/ Goals for teaching mathematics/ Learning through memorisation

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1732-1732

Range

ValueScheme 17: Level of agreement (1-4)

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

.R / 7 Not reached

.A / 8 Not administered

. / 9 Omitted or Invalid

TT2M15A

Label Educational Approaches/ Abilities in teaching mathematics/ I am able to get students to think deeply about mathematics

Type Integer

Level Ordinal

Width/Decimals 1.0
Columns 1733-1733
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M15B

Label Educational Approaches/ Abilities in teaching mathematics/ I have a hard time getting students interested in mathematics
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1734-1734
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M15C

Label Educational Approaches/ Abilities in teaching mathematics/ I know which of my students understand and which do not
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1735-1735
 Range
 ValueScheme 17: Level of agreement (1-4)
 1 Strongly disagree
 2 Disagree
 3 Agree
 4 Strongly agree

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2M15D

Label Educational Approaches/ Abilities in teaching mathematics/ I find it hard to meet the needs of the individual students
 Type Integer
 Level Ordinal
 Width/Decimals 1.0
 Columns 1736-1736
 Range
 ValueScheme 17: Level of agreement (1-4)
 1 Strongly disagree
 2 Disagree
 3 Agree
 4 Strongly agree

 MissingScheme 1: Background missing scheme (numeric)
 .R / 7 Not reached
 .A / 8 Not administered
 . / 9 Omitted or Invalid

TT2M15E

Label Educational Approaches/ Abilities in teaching mathematics/ I am able to get my students to feel confident in mathematics
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1737-1737
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M15F

Label Educational Approaches/ Abilities in teaching mathematics/ I have a hard time getting students to understand concepts
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1738-1738
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M16A

Label Educational Approaches/ About teaching mathematics/ There is usually a best method for solving a mathematics problem
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1739-1739
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M16B

Label Educational Approaches/ About teaching mathematics/ I can do a better job when students have similar ability levels
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1740-1740
Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2M16C

Label Educational Approaches/ About teaching mathematics/ Grades are a primary motivator for students to learn mathematics

Type Integer

Level Ordinal

Width/Decimals 1.0

Columns 1741-1741

Range

ValueScheme 17: Level of agreement (1-4)

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)

- .R / 7 Not reached
- .A / 8 Not administered
- . / 9 Omitted or Invalid

TT2M16D

Label Educational Approaches/ About teaching mathematics/ Students study mathematics because it is an interesting subject

Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1742-1742
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M16E

Label	Educational Approaches/ About teaching mathematics/ A good teacher tells students exactly how to do every problem
Type	Integer
Level	Ordinal
Width/Decimals	1.0
Columns	1743-1743
Range	
ValueScheme	17: Level of agreement (1-4)
	1 Strongly disagree
	2 Disagree
	3 Agree
	4 Strongly agree
MissingScheme	1: Background missing scheme (numeric)
.R / 7	Not reached
.A / 8	Not administered
. / 9	Omitted or Invalid

TT2M16F

Label Educational Approaches/ About teaching mathematics/ Liking mathematics is more important than solving problems
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1744-1744
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M16G

Label Educational Approaches/ About teaching mathematics/ Mathematics teachers have the support of the school administration
Type Integer
Level Ordinal
Width/Decimals 1.0
Columns 1745-1745
Range
ValueScheme 17: Level of agreement (1-4)
1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached

.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M17A

Label Your Education/ Elements/ Mathematics courses equivalent to those needed for a degree in mathematics
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1746-1746
Range
ValueScheme 45: Before/After/... (1-4)
1 Before
2 After
3 Before and After
4 Never

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M17B

Label Your Education/ Elements/ Courses on how to teach mathematics
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1747-1747
Range
ValueScheme 45: Before/After/... (1-4)
1 Before
2 After
3 Before and After

4 Never

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

TT2M17C

Label Your Education/ Elements/ Practice teaching in mathematics
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 1748-1748
Range
ValueScheme 45: Before/After/... (1-4)
1 Before
2 After
3 Before and After
4 Never

MissingScheme 1: Background missing scheme (numeric)
.R / 7 Not reached
.A / 8 Not administered
. / 9 Omitted or Invalid

SECLSS

Label Efficacy in Classroom Management/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 1755-1764
Range
ValueScheme

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 9997 Default
 .A / 9998 Not applicable
 . / 9999 Not stated

SEINSS

 Label Efficacy in Instruction/STSTDS
 Type Numeric/floating point
 Level Scale
Width/Decimals 10.5
 Columns 1765-1774
 Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 9997 Default
 .A / 9998 Not applicable
 . / 9999 Not stated

SEENGs

 Label Efficacy in Student Engagement/STSTDS
 Type Numeric/floating point
 Level Scale
Width/Decimals 10.5
 Columns 1775-1784
 Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 9997 Default
 .A / 9998 Not applicable
 . / 9999 Not stated

TSELEFFS

Label	Teacher Self-Efficacy/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1785-1794
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TJSENV5

Label	Satisfaction with Current Work Environment/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1795-1804
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TJSPROS

Label	Satisfaction with Profession/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5

Columns	1805-1814
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TJOBSATS

Label	Teacher Job Satisfaction/Ststds
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1815-1824
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TSCSTAKES

Label	Participation among Stakeholders/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1825-1834
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TSCTSTUDS

Label	Teacher-Student Relations/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1835-1844
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TCDISCS

Label	Classroom Disciplinary Climate: Need For Discipline/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1845-1854
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TCONSBS

Label	Constructivist Beliefs/STSTDS
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Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1855-1864
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TCEXCHS

Label	Exchange and Coordination For Teaching/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1865-1874
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TCCOLLS

Label	Professional Collaboration/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1875-1884
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)

. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

TCOOPS

Label Teacher Co-Operation/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 1885-1894
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

TEFFPROS

Label Effective Professional Development/STSTDS
Type Numeric/floating point
Level Scale
Width/Decimals 10.5
Columns 1895-1904
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 9997 Default
.A / 9998 Not applicable
. / 9999 Not stated

TPDPEDS

Label	Need for PD in Subject Matter and Pedagogy/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1905-1914
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TPDDIVS

Label	Need for PD for Teaching for Diversity/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1915-1924
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TMSELEFFS

Label	Self-Efficacy in Teaching Mathematics/STSTDS
Type	Numeric/floating point
Level	Scale
Width/Decimals	10.5
Columns	1925-1934

Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

TCHAGEGR

Label	Teacher Age Groups
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1947-1947
Range	
ValueScheme	70: Age Group Teacher
1	Below 25
2	25-29
3	30-39
4	40-49
5	50-59
6	60 and above
MissingScheme	3: Cleaning missing scheme (numeric)
. / 7	Default
.A / 8	Not applicable
. / 9	Not stated

PPDACT

Label	Participation in Professional Development Activities in the previous 12 months
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	1948-1948

Range	
ValueScheme	72: Participation PD
1	Did not participate
2	Participated
MissingScheme	3: Cleaning missing scheme (numeric)
. / 7	Default
.A / 8	Not applicable
. / 9	Not stated

IDPOP

Label	Population ID
Type	Integer
Level	Nominal
Width/Decimals	2.0
Columns	1949-1950
Range	
ValueScheme	63: Population (1/2/3/8)
1	ISCED 1
2	ISCED 2
3	ISCED 3
8	PISA
MissingScheme	3: Cleaning missing scheme (numeric)
. / 97	Default
.A / 98	Not applicable
. / 99	Not stated

INTAL13

Label	Adjudication Flag
Type	Integer
Level	Nominal
Width/Decimals	1.0

Columns	1951-1951
Range	
ValueScheme	64: In Current Assessment Population
0	Record does not meet adjudication requirements
1	Record meets adjudication requirements
MissingScheme	3: Cleaning missing scheme (numeric)
. / 7	Default
.A / 8	Not applicable
. / 9	Not stated

TRWGT1

Label	Teacher BRR-Fay Replicate Weight 1
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2041-2053
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT2

Label	Teacher BRR-Fay Replicate Weight 2
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2054-2066
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)

. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT3

Label Teacher BRR-Fay Replicate Weight 3
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2067-2079
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT4

Label Teacher BRR-Fay Replicate Weight 4
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2080-2092
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT5

Label	Teacher BRR-Fay Replicate Weight 5
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2093-2105
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT6

Label	Teacher BRR-Fay Replicate Weight 6
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2106-2118
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT7

Label	Teacher BRR-Fay Replicate Weight 7
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2119-2131

Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT8

Label	Teacher BRR-Fay Replicate Weight 8
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2132-2144
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT9

Label	Teacher BRR-Fay Replicate Weight 9
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2145-2157
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT10

Label	Teacher BRR-Fay Replicate Weight 10
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2158-2170
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT11

Label	Teacher BRR-Fay Replicate Weight 11
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2171-2183
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT12

Label	Teacher BRR-Fay Replicate Weight 12
Type	Numeric/floating point

Level	Scale
Width/Decimals	13.6
Columns	2184-2196
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT13

Label	Teacher BRR-Fay Replicate Weight 13
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2197-2209
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT14

Label	Teacher BRR-Fay Replicate Weight 14
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2210-2222
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default

.A / 999998 Not applicable
. / 999999 Not stated

TRWGT15

Label Teacher BRR-Fay Replicate Weight 15
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2223-2235
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT16

Label Teacher BRR-Fay Replicate Weight 16
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2236-2248
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT17

Label	Teacher BRR-Fay Replicate Weight 17
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2249-2261
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT18

Label	Teacher BRR-Fay Replicate Weight 18
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2262-2274
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT19

Label	Teacher BRR-Fay Replicate Weight 19
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2275-2287
Range	

ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT20

 Label Teacher BRR-Fay Replicate Weight 20
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2288-2300
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT21

 Label Teacher BRR-Fay Replicate Weight 21
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2301-2313
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT22

Label	Teacher BRR-Fay Replicate Weight 22
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2314-2326
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT23

Label	Teacher BRR-Fay Replicate Weight 23
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2327-2339
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT24

Label	Teacher BRR-Fay Replicate Weight 24
Type	Numeric/floating point
Level	Scale

Width/Decimals	13.6
Columns	2340-2352
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT25

Label	Teacher BRR-Fay Replicate Weight 25
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2353-2365
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT26

Label	Teacher BRR-Fay Replicate Weight 26
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2366-2378
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable

. / 999999 Not stated

TRWGT27

Label Teacher BRR-Fay Replicate Weight 27
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2379-2391
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT28

Label Teacher BRR-Fay Replicate Weight 28
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2392-2404
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT29

Label	Teacher BRR-Fay Replicate Weight 29
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2405-2417
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT30

Label	Teacher BRR-Fay Replicate Weight 30
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2418-2430
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT31

Label	Teacher BRR-Fay Replicate Weight 31
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2431-2443
Range	
ValueScheme	

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT32

 Label Teacher BRR-Fay Replicate Weight 32
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2444-2456
 Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT33

 Label Teacher BRR-Fay Replicate Weight 33
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2457-2469
 Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT34

Label	Teacher BRR-Fay Replicate Weight 34
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2470-2482
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT35

Label	Teacher BRR-Fay Replicate Weight 35
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2483-2495
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT36

Label	Teacher BRR-Fay Replicate Weight 36
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6

Columns	2496-2508
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT37

Label	Teacher BRR-Fay Replicate Weight 37
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2509-2521
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT38

Label	Teacher BRR-Fay Replicate Weight 38
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2522-2534
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT39

Label	Teacher BRR-Fay Replicate Weight 39
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2535-2547
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT40

Label	Teacher BRR-Fay Replicate Weight 40
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2548-2560
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT41

Label	Teacher BRR-Fay Replicate Weight 41
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Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2561-2573
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT42

Label	Teacher BRR-Fay Replicate Weight 42
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2574-2586
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT43

Label	Teacher BRR-Fay Replicate Weight 43
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2587-2599
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)

. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT44

Label Teacher BRR-Fay Replicate Weight 44
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2600-2612
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT45

Label Teacher BRR-Fay Replicate Weight 45
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2613-2625
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT46

Label	Teacher BRR-Fay Replicate Weight 46
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2626-2638
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT47

Label	Teacher BRR-Fay Replicate Weight 47
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2639-2651
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT48

Label	Teacher BRR-Fay Replicate Weight 48
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2652-2664

Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT49

Label	Teacher BRR-Fay Replicate Weight 49
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2665-2677
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT50

Label	Teacher BRR-Fay Replicate Weight 50
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2678-2690
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT51

Label	Teacher BRR-Fay Replicate Weight 51
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2691-2703
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT52

Label	Teacher BRR-Fay Replicate Weight 52
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2704-2716
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT53

Label	Teacher BRR-Fay Replicate Weight 53
Type	Numeric/floating point

Level	Scale
Width/Decimals	13.6
Columns	2717-2729
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT54

Label	Teacher BRR-Fay Replicate Weight 54
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2730-2742
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT55

Label	Teacher BRR-Fay Replicate Weight 55
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2743-2755
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default

.A / 999998 Not applicable
. / 999999 Not stated

TRWGT56

Label Teacher BRR-Fay Replicate Weight 56
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2756-2768
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT57

Label Teacher BRR-Fay Replicate Weight 57
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2769-2781
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT58

Label	Teacher BRR-Fay Replicate Weight 58
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2782-2794
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT59

Label	Teacher BRR-Fay Replicate Weight 59
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2795-2807
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT60

Label	Teacher BRR-Fay Replicate Weight 60
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2808-2820
Range	

ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT61

 Label Teacher BRR-Fay Replicate Weight 61
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2821-2833
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT62

 Label Teacher BRR-Fay Replicate Weight 62
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2834-2846
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT63

Label	Teacher BRR-Fay Replicate Weight 63
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2847-2859
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT64

Label	Teacher BRR-Fay Replicate Weight 64
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2860-2872
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT65

Label	Teacher BRR-Fay Replicate Weight 65
Type	Numeric/floating point
Level	Scale

Width/Decimals	13.6
Columns	2873-2885
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT66

Label	Teacher BRR-Fay Replicate Weight 66
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2886-2898
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT67

Label	Teacher BRR-Fay Replicate Weight 67
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2899-2911
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable

. / 999999 Not stated

TRWGT68

Label Teacher BRR-Fay Replicate Weight 68
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2912-2924
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT69

Label Teacher BRR-Fay Replicate Weight 69
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 2925-2937
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT70

Label	Teacher BRR-Fay Replicate Weight 70
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2938-2950
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT71

Label	Teacher BRR-Fay Replicate Weight 71
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2951-2963
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT72

Label	Teacher BRR-Fay Replicate Weight 72
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	2964-2976
Range	
ValueScheme	

MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT73

 Label Teacher BRR-Fay Replicate Weight 73
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2977-2989
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT74

 Label Teacher BRR-Fay Replicate Weight 74
 Type Numeric/floating point
 Level Scale
Width/Decimals 13.6
 Columns 2990-3002
 Range
 ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
 . / 999997 Default
 .A / 999998 Not applicable
 . / 999999 Not stated

TRWGT75

Label	Teacher BRR-Fay Replicate Weight 75
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3003-3015
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT76

Label	Teacher BRR-Fay Replicate Weight 76
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3016-3028
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT77

Label	Teacher BRR-Fay Replicate Weight 77
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6

Columns	3029-3041
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT78

Label	Teacher BRR-Fay Replicate Weight 78
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3042-3054
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT79

Label	Teacher BRR-Fay Replicate Weight 79
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3055-3067
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT80

Label	Teacher BRR-Fay Replicate Weight 80
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3068-3080
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT81

Label	Teacher BRR-Fay Replicate Weight 81
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3081-3093
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT82

Label	Teacher BRR-Fay Replicate Weight 82
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Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3094-3106
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT83

Label	Teacher BRR-Fay Replicate Weight 83
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3107-3119
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT84

Label	Teacher BRR-Fay Replicate Weight 84
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3120-3132
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)

. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT85

Label Teacher BRR-Fay Replicate Weight 85
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 3133-3145
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT86

Label Teacher BRR-Fay Replicate Weight 86
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 3146-3158
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT87

Label	Teacher BRR-Fay Replicate Weight 87
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3159-3171
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT88

Label	Teacher BRR-Fay Replicate Weight 88
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3172-3184
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT89

Label	Teacher BRR-Fay Replicate Weight 89
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3185-3197

Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT90

Label	Teacher BRR-Fay Replicate Weight 90
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3198-3210
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT91

Label	Teacher BRR-Fay Replicate Weight 91
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3211-3223
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT92

Label	Teacher BRR-Fay Replicate Weight 92
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3224-3236
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT93

Label	Teacher BRR-Fay Replicate Weight 93
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3237-3249
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT94

Label	Teacher BRR-Fay Replicate Weight 94
Type	Numeric/floating point

Level	Scale
Width/Decimals	13.6
Columns	3250-3262
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT95

Label	Teacher BRR-Fay Replicate Weight 95
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3263-3275
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT96

Label	Teacher BRR-Fay Replicate Weight 96
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3276-3288
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default

.A / 999998 Not applicable
. / 999999 Not stated

TRWGT97

Label Teacher BRR-Fay Replicate Weight 97
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 3289-3301
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT98

Label Teacher BRR-Fay Replicate Weight 98
Type Numeric/floating point
Level Scale
Width/Decimals 13.6
Columns 3302-3314
Range
ValueScheme
MissingScheme 3: Cleaning missing scheme (numeric)
. / 999997 Default
.A / 999998 Not applicable
. / 999999 Not stated

TRWGT99

Label	Teacher BRR-Fay Replicate Weight 99
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3315-3327
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TRWGT100

Label	Teacher BRR-Fay Replicate Weight 100
Type	Numeric/floating point
Level	Scale
Width/Decimals	13.6
Columns	3328-3340
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 999997	Default
.A / 999998	Not applicable
. / 999999	Not stated

TPART

Label	Teacher Final Participation Indicator
Type	Integer
Level	Nominal
Width/Decimals	1.0
Columns	3341-3341
Range	

ValueScheme 55: Final Participation Indicator - Teacher
1 Participated (either TchQuest OR MathModuleQuest - where applicable)
2 Absent (both TchQuest AND MathModuleQuest - where applicable)
3 Left School Permanently
4 Not part of sample
6 Should be exempted

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

MPART

Label PISA Mathematics Teacher Indicator
Type Integer
Level Nominal
Width/Decimals 1.0
Columns 3342-3342
Range
ValueScheme 65: PISA Mathematics Teacher Indicator
0 Not Pisa Maths Teacher
1 Pisa Maths Teacher

MissingScheme 3: Cleaning missing scheme (numeric)
. / 7 Default
.A / 8 Not applicable
. / 9 Not stated

TCHWGT

Label Teacher Final Weight
Type Numeric/floating point
Level Ratio
Width/Decimals 13.8

Columns	3343-3355
Range	
ValueScheme	
MissingScheme	3: Cleaning missing scheme (numeric)
. / 9997	Default
.A / 9998	Not applicable
. / 9999	Not stated

