

## PERFORMANCE AND DEVELOPMENT CULTURE QUESTIONNAIRE (PDCQ)

TERM 2 2006  
Small Schools

### INTRODUCTION

Thank you for participating in this questionnaire.

Mercer Human Resource Consulting, in conjunction with the University of Melbourne, is the external verifying body for Performance and Development Culture Accreditation, using the instruments developed by the Australian Council of Educational Research (ACER).

Your responses to the questionnaire will be completely confidential. The survey website is hosted by Mercer Human Resource Consulting, an independent human resources consulting firm. Reports based on the questionnaire will include the collective responses from all teachers from your school who participate.

The questionnaire serves two main purposes. The first is to provide information that will assist your school in reviewing its progress toward a performance and development culture, as defined by Level 4 in the Self Assessment Framework, *Blueprint for Government Schools*.

The second is to provide evidence to support your school's application for external verification and accreditation as a school with a performance and development culture.

#### **Please Note:**

1. This questionnaire is intended for all teachers currently employed in the school in an on-going or fixed term position. Principals are welcome to complete the questionnaire; however they will find most sections are specifically directed toward members of the teaching staff.
2. The term "School Leadership Team", as used in this questionnaire, refers to the school principal, assistant principal/s, leading teachers and other designated leaders.
3. Some of the terminology used in this questionnaire may be different to that used in your school: for example, "Individual Teacher Development Plan" may be referred to as a "Performance and Development Plan" or "Professional Learning Plan".

## **Instructions**

- 1** Please note that you do not need to complete your questionnaire in one sitting. **However**, if you are part way through a page please ensure you press 'Continue' at the end of the page before closing the internet browser.
- 2** If you do decide to logoff from your questionnaire prior to submitting your responses, please take note of your password as you must use the same password to access and complete your questionnaire.
- 3** The questionnaire is structured to address each of the 5 Elements of the Self-Assessment Framework. You must answer all questions in each of the 5 Elements prior to submitting your questionnaire.
- 4** When you submit the questionnaire there will be an option to print a copy for your records.

**If you have any questions, please contact Damian Fletcher from Mercer Human Resource Consulting on (03) 9623 5394 or email [pdcq@mercerc.com](mailto:pdcq@mercerc.com).**

## School details

Name of school:

School type:

- Primary
- Primary/Secondary
- Secondary
- Special

Is your school multi-campus?

**Yes**

**No**

If yes, at which campus are you located?

## ELEMENT 1: INDUCTION FOR TEACHERS NEW TO THE SCHOOL

Did you join the school staff, or rejoin the school staff after a substantial period of absence (e.g. more than one year), during the past two years? Yes  No

### Part A

**Only teachers who joined the school staff during the past two years should complete this section (Part A).** This includes **both** teachers who began their teaching career in the school **and** experienced teachers who were new to the school.

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a) Did the school provide you with an induction program?   | <input type="radio"/> | <input type="radio"/> |
| b) Did the school supply you with induction guidelines and materials (e.g. an Induction Kit; School Staff Manual)? | <input type="radio"/> | <input type="radio"/> |
| c) Did the school provide you with a designated support person or mentor teacher?                                  | <input type="radio"/> | <input type="radio"/> |

To what extent do you agree or disagree with each of the following statements about your school's induction program? Please tick one box in each row:

- |   | Strongly agree        | Agree                 | Slightly agree        | Disagree              | Strongly disagree     | No induction program  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| d) The school's induction program prepared me well for teaching effectively in this school                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) My designated support person or mentor was well prepared for the mentoring role                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) My designated support person or mentor was readily available when I needed him/her                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) My designated support person or mentor followed up regularly to see how well I was settling in at the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Part B

Did you **begin your first year of teaching** in this school? Yes  No

To what extent do you agree or disagree with the following statement about support and procedures in the school related to VIT registration?

- |  | Strongly agree        | Agree                 | Slightly agree        | Disagree              | Strongly disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) The school's procedures for mentoring and judging whether my portfolio meets the standards for full registration are consistent with the VIT guidelines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Element 2: USE OF MULTIPLE SOURCES OF FEEDBACK ON TEACHER EFFECTIVENESS FOR INDIVIDUAL TEACHERS AND TEAMS OF TEACHERS

a) To what extent have you received feedback about your teaching from other teachers sitting in on your classes, or working with you in a class?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) To what extent have you received formal feedback about your teaching from your students (e.g. via a survey completed by one of your classes)?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c) To what extent have you received systematic data from your students about their assessment of themselves as learners?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d) To what extent have you received feedback about your students' learning outcomes in relation to standards and benchmarks for students at that level?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Element 2: USE OF MULTIPLE SOURCES OF FEEDBACK ON TEACHER EFFECTIVENESS FOR INDIVIDUAL TEACHERS AND TEAMS OF TEACHERS

e) To what extent have you received feedback from colleagues based on discussing samples of your students' work?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f) To what extent have you received observations of your own teaching using video or audio taping?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g) To what extent have you received objective feedback from parents (e.g. via a survey)?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h) To what extent have you received feedback based on an analysis of your students' rates of class or school attendance over time?

	More than three times	Two or three times	Once	Did not receive this type of feedback
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

	Very useful	Useful	Somewhat useful	Not at all useful
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	More than three times	Two or three times	Once	Did not receive this type of feedback
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i) To what extent have you received feedback from teachers beyond your own school?

**Very useful** **Useful** **Somewhat useful** **Not at all useful**

If you did receive this source of feedback, to what extent has it been **useful** in helping you to improve your teaching within the past two years?

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## Element 3: CUSTOMISED INDIVIDUAL TEACHER DEVELOPMENT PLANS

The following questions ask about your **individual teacher development plan**. A development plan documents (a) what you think you need to get better at and why, and (b) the professional learning activities you plan to engage in to meet that need.

### Part A:

	Yes	No
Do you have an <b>Individual Teacher Development Plan</b> of your own?	<input type="radio"/>	<input type="radio"/>

### Part B:

If **YES**, to what extent is your Individual Teacher Development Plan informed by...

	To a major extent	To a moderate extent	To a minor extent	Not at all
a) guidelines for preparing such plans provided by your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) feedback from surveys of students in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) feedback from your colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) feedback about the learning outcomes of your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) your own analysis of your teaching in relation to a set of teaching standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements about your Individual Teacher Development Plan?

	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
f) My plan is aligned with what I really need if I am to increase my effectiveness as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) My plan is aligned with the school's priorities for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) My school ensures my plan is up to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) My school has assisted me in developing my plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) My school has supported the implementation of my plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) The opportunities I have for professional learning in this school will have a positive effect on my career prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Element 4: QUALITY PROFESSIONAL DEVELOPMENT

Please indicate the extent to which you agree or disagree with each of the following statements.

**As a direct result** of the professional learning opportunities **provided by, or supported by, my school** over the past two years:

	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
a) I have increased knowledge of teaching strategies appropriate to the content of the key learning area/s in which I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I have increased understanding of individual differences among students and how to cater for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I have increased understanding about linking assessment to the teaching and learning cycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I now make clearer links between my teaching goals and the classroom activities I use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I now manage classroom activities and transitions more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I now use more effective teaching and learning strategies appropriate to students in my class/es	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I integrate assessment with teaching and learning more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I provide more effective feedback to my students to support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I access and use materials and resources more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) My students are learning more purposefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) My students are more actively engaged in learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) My confidence as a teacher has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Element 5: PERFORMANCE AND DEVELOPMENT CULTURE

### Part A

To what extent do you agree or disagree with each of the following statements about **your work, your school** and **your school leadership team**:

(**Please note:** The term "School Leadership Team", as used in this questionnaire, refers to the school principal, assistant principal/s, leading teachers and other designated leaders.)

	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
a) My job provides me with professional stimulation and growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I have many opportunities to learn new things in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I feel supported in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I have a sense that education in this school is improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) My abilities are recognised and used effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I have a sense of continuing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I am feeling increasingly effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I get good advice from other teachers in this school when I have a teaching problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Teachers are recognised for a job well done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) I feel supported by the school leadership team to try out new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) The principal knows what kind of school he/she wants and has communicated it to the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) The teachers who teach well in this school are given opportunities to provide leadership to other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Teachers maintain high standards in their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) In this school, we solve problems; we don't just talk about them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Teachers I work with regularly evaluate how well our programs are meeting students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Element 5: PERFORMANCE AND DEVELOPMENT CULTURE

### Part A

To what extent do you agree or disagree with each of the following statements about **your work, your school** and **your school leadership team**:

(**Please note:** The term "School Leadership Team", as used in this questionnaire, refers to the school principal, assistant principal/s, leading teachers and other designated leaders.)

	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
<b>p)</b> There is a great deal of co-operative effort among teachers at all levels to provide quality learning opportunities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>q)</b> Joint review of students' progress and development is a normal part of the way we work in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>r)</b> Teachers are willing to share their teaching practices and ideas with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>s)</b> Teachers in this school keep abreast of recent research in their field of teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>t)</b> Teachers think that the students in this school are capable of learning and developing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>u)</b> Teachers are expected to be accountable for their practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>v)</b> The professional knowledge and skills of teachers in this school are valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>w)</b> There is a variety of opportunities for teachers to give feedback about school planning and functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>x)</b> The leadership is responsive to staff suggestions for changes that might enhance teacher effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>y)</b> The school leadership is concerned to create a work environment that enables teachers to teach effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>z)</b> The school leadership provides opportunities for classroom teachers to gain leadership experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>aa)</b> The school leadership promotes collaboration and reflection among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>bb)</b> The school leadership builds and sustains links with other schools and educational organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>cc)</b> The leadership takes steps to prevent professional isolation in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Element 5: PERFORMANCE AND DEVELOPMENT CULTURE

### Part B

How often would you have the following types of professional interactions with colleagues?

	<b>Almost Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Once per term</b>	<b>Rarely</b>
<b>a)</b> Discussions about how to teach a concept or skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b)</b> Working together on preparing units of work and teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c)</b> Visiting other teachers' classrooms to learn from their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d)</b> Reading and viewing each other's students' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e)</b> Making a conscious effort to coordinate the content of my courses with that of other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>