



**UNIVERSITY
OF BRISTOL**



**UNIVERSITY OF
BATH**

Part 1

Professional Learning in this School

In completing this section, please:

- circle whichever of the following best reflects the position in the school;
- consult with your (senior) colleagues and others as you judge necessary.

For each statement, please circle one number on scale A and one number on scale B.

SCALE A

How many staff does this apply to?

- 1 = All or almost all staff (more than 80%)
- 2 = Most staff (approximately 50-80%)
- 3 = Some staff (approximately 20-49%)
- 4 = Few or no staff (less than 20%)
- 5 = Don't know

SCALE B

Has this changed in the last two years?

- 1 = Yes: gone up (increased)
- 2 = No change
- 3 = Yes: gone down (decreased)

Teachers in this school:	SCALE A						SCALE B			
	How many staff does this apply to ?						Has this changed in the last two years?			
	Over 80%	50 to 80%	20 to 49%	Under 20 %	Don't know		Yes : gone up	No change	Yes : gone down	
1) take collective responsibility for pupil learning	1	2	3	4	5	[8]	1	2	3	[9]
2) base their approach to change on the use of good evidence	1	2	3	4	5		1	2	3	
3) create conditions for pupils to feel the confidence to learn	1	2	3	4	5		1	2	3	
4) learn together with colleagues	1	2	3	4	5		1	2	3	
5) ensure pupils receive constructive feedback about their work	1	2	3	4	5		1	2	3	
6) actively seek ideas from colleagues in other schools	1	2	3	4	5	[18]	1	2	3	[19]
7) set learning targets for individual pupils	1	2	3	4	5		1	2	3	
8) use ICT data bases to monitor pupil progress	1	2	3	4	5		1	2	3	
9) carry out classroom-based research	1	2	3	4	5		1	2	3	
10) routinely collect, analyse and use data and evidence to inform their practice	1	2	3	4	5		1	2	3	
11) have low expectations of children	1	2	3	4	5	[28]	1	2	3	[29]
12) seek out and use external research that is relevant and practical to inform their work	1	2	3	4	5		1	2	3	
13) have dedicated time for classroom observation	1	2	3	4	5		1	2	3	
14) use university staff for professional learning	1	2	3	4	5		1	2	3	
15) actively seek and use feedback from pupils	1	2	3	4	5		1	2	3	
16) regularly monitor the learning and progress of individual pupils	1	2	3	4	5	[38]	1	2	3	[39]
17) use professional/subject associations for professional learning	1	2	3	4	5		1	2	3	
18) share a common core of educational values	1	2	3	4	5		1	2	3	
19) use the staff room at break times for professional links	1	2	3	4	5	[44]	1	2	3	[45]

Teachers in this school:	SCALE A How many staff does this apply to ?						SCALE B Has this changed in the last two years?			
	Over 80%	50 to 80%	20 to 49%	Under 20 %	Don't know		Yes : gone up	No change	Yes : gone down	
20) are satisfied with their job	1	2	3	4	5	[46]	1	2	3	[47]
21) use e-learning opportunities	1	2	3	4	5		1	2	3	
22) say their workload is too heavy	1	2	3	4	5		1	2	3	
23) are involved in seeking solutions to problems facing the school	1	2	3	4	5		1	2	3	
24) are members of at least one professional team	1	2	3	4	5		1	2	3	
25) regularly discuss teaching methods	1	2	3	4	5	[56]	1	2	3	[57]
26) share their professional experiences and successes	1	2	3	4	5		1	2	3	
27) experiment and innovate in their work	1	2	3	4	5		1	2	3	
28) receive training in how to work and learn in teams	1	2	3	4	5		1	2	3	
29) have opportunities to take on leadership roles	1	2	3	4	5		1	2	3	
30) see the school as stimulating and professionally challenging	1	2	3	4	5	[66]	1	2	3	[67]
31) routinely share information with parents and the community	1	2	3	4	5		1	2	3	
32) learn from each other	1	2	3	4	5		1	2	3	
33) take responsibility for their own professional learning	1	2	3	4	5		1	2	3	
34) give priority to learning more about pupils' learning	1	2	3	4	5		1	2	3	
35) have dedicated time to be mentored in a new role	1	2	3	4	5	[76]	1	2	3	[77]
36) experience job rotation	1	2	3	4	5		1	2	3	
37) use LEA advisers/support staff for professional learning	1	2	3	4	5		1	2	3	
38) have opportunities for work shadowing	1	2	3	4	5		1	2	3	
39) want to leave the profession	1	2	3	4	5		1	2	3	
40) engage in team teaching	1	2	3	4	5	[86]	1	2	3	[87]
41) learn about their own learning	1	2	3	4	5		1	2	3	
42) use performance management to enhance professional learning	1	2	3	4	5		1	2	3	
43) use professional development profiles/portfolios	1	2	3	4	5		1	2	3	
44) receive financial support from the school for award-bearing courses	1	2	3	4	5		1	2	3	
45) have some protected time for joint planning and development	1	2	3	4	5	[96]	1	2	3	[97]
46) say they experience undue stress in their work	1	2	3	4	5		1	2	3	
47) use private consultants for professional learning	1	2	3	4	5		1	2	3	
48) systematically feed back the outcomes of external courses to colleagues	1	2	3	4	5		1	2	3	
49) give priority to learning more about subject knowledge	1	2	3	4	5	[104]	1	2	3	[105]

Teaching assistants in this school:	SCALE A How many staff does this apply to ?						SCALE B Has this changed in the last two years?			
	Over 80%	50 to 80%	20 to 49%	Under 20 %	Don't know		Yes : gone up	No change	Yes : gone down	
50) are valued by teachers	1	2	3	4	5	[106]	1	2	3	[107]
51) share responsibility for pupil learning	1	2	3	4	5		1	2	3	
52) have opportunities for professional development	1	2	3	4	5		1	2	3	
53) actively contribute to the school as a professional learning community	1	2	3	4	5		1	2	3	

Non-teaching support staff in this school:	SCALE A How many staff does this apply to ?						SCALE B Has this changed in the last two years?			
	Over 80%	50 to 80%	20 to 49%	Under 20 %	Don't know		Yes : gone up	No change	Yes : gone down	
54) are valued by teachers	1	2	3	4	5		1	2	3	
55) share responsibility for pupil learning	1	2	3	4	5		1	2	3	
56) have opportunities for professional development	1	2	3	4	5		1	2	3	
57) actively contribute to the school as a professional learning community	1	2	3	4	5	[120]	1	2	3	[121]

Part 2 A Professional Learning Community

The idea of the school as a professional learning community is relatively new and the purpose of this project is to investigate its feasibility and relevance. The provisional, working definition used in this project is:

'An effective professional learning community has the capacity to promote and sustain the learning of all professionals and other staff in the school community with the collective purpose of enhancing pupil learning.'

58) What is your overall assessment of the school's current position in relation to the above working definition?

Overall this school is : (please read all categories before ticking one box)

- a mature/established professional learning community
- a developing professional learning community
- starting the journey to becoming a professional learning community
- working to re-establish what we had previously achieved as a professional learning community
- not yet started on becoming a professional learning community [122]

59) How would you change the working definition? What is your definition? [123]

60) How useful is the idea of a professional learning community for your school and pupils?

[124]

61) What do you see as the main facilitators to:

[125]

(a) becoming a professional learning community?

(b) sustaining a professional learning community?

62) What do you see as the main barriers to:

[126]

(a) becoming a professional learning community?

(b) sustaining a professional learning community?

Part 3 Factual Information about the School

About you

63) Please indicate your position in this school? (please tick the one which applies)

- Headteacher/Acting Headteacher [127]
 Deputy/Assistant Headteacher/Acting Deputy/Acting Assistant Headteacher
 Other (eg. Member of Senior Management Team) [128]
 Please specify _____ [128]

64) Do you manage, co-manage or coordinate Continuing Professional Development in this school?

- Yes No [129]

65) Approximately how many years have you worked in this school?
 (e.g. For two years insert 02 in the boxes)

[131]

School Facilities

66) How many sites does this school operate on?

67) How many general staff rooms exist in this school?

68) How many staff/work rooms exist for specific departments/sections in this school?
 (e.g. For five rooms insert 05 in the boxes)

[135]

Using Management Information

69) What data are used in your school for school improvement?

- | | Yes | No | |
|--|--------------------------|--------------------------|-------|
| Autumn package (including P scales) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Panda | <input type="checkbox"/> | <input type="checkbox"/> | [137] |
| OFSTED inspection reports | <input type="checkbox"/> | <input type="checkbox"/> | |
| ALIS/YELLIS/PIPS | <input type="checkbox"/> | <input type="checkbox"/> | |
| LEA analysis of data | <input type="checkbox"/> | <input type="checkbox"/> | |
| School based or other attainment data (eg. NFER) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Pupil, parent, staff or other questionnaire data | <input type="checkbox"/> | <input type="checkbox"/> | [142] |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | [144] |
| Please specify _____ | | | |

70) Pupil outcome and progress data are regularly reviewed by:

- | | Yes | No | |
|--|--------------------------|--------------------------|-------|
| the headteacher | <input type="checkbox"/> | <input type="checkbox"/> | |
| senior management team | <input type="checkbox"/> | <input type="checkbox"/> | |
| heads of year, heads of a department or key stage team | <input type="checkbox"/> | <input type="checkbox"/> | [147] |
| individual class teachers | <input type="checkbox"/> | <input type="checkbox"/> | |
| support staff | <input type="checkbox"/> | <input type="checkbox"/> | |
| the governing body | <input type="checkbox"/> | <input type="checkbox"/> | |

71) Please explain briefly how the data are used:

[151]

Professional Development in this school

72) Professional Development in this school:

	Yes	No
the headteacher has participated in an LPSH programme	<input type="checkbox"/>	<input type="checkbox"/> [152]
the headteacher has participated in the Talking Heads on line community	<input type="checkbox"/>	<input type="checkbox"/>
<i>Investors in People</i> accreditation has been achieved	<input type="checkbox"/>	<input type="checkbox"/>
we are working towards <i>Investors in People</i> accreditation	<input type="checkbox"/>	<input type="checkbox"/>
temporary and supply staff are included in the CPD policy	<input type="checkbox"/>	<input type="checkbox"/>
governors actively contribute to the school as a professional learning community ..	<input type="checkbox"/>	<input type="checkbox"/>
there is a member (or members) of staff with specific responsibility for coordinating/managing CPD	<input type="checkbox"/>	<input type="checkbox"/> [158]

73) How many hours per week is/are the coordinator(s)/manager(s) allocated for the management of continuing professional development?

(Please indicate the approximate total number of hours to the nearest whole hour. e.g. For three hours insert 03. If not applicable, insert zeros in the boxes)

Total allocated hours per week [160]

74) Approximately how many teaching staff have participated in each of the following national initiatives during the last two years?

(For each category insert the number of teachers in the boxes. e.g. For two teachers insert 02. If not applicable, insert zeros)

Sabbaticals	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
Best-practice research scholarships	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	[164]
Professional bursaries	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
Teachers' international professional development	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
NPQH	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
Early professional development for teachers in second and third year	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
Deputy Head training courses	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	[174]
Other	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	
<i>Please specify</i> _____		[177]

75) How many Advanced Skills Teachers are there in this school?

(Please indicate the total number of teachers. e.g. For four teachers insert 04. If not applicable, insert zeros in the boxes)

Total number of Advanced Skills Teachers [179]

76) What is the budget for staff professional development for the financial year 2001/2002?

(please round figures to the nearest pound)

From the Standards Fund	£	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	[185]
Additional allocation from school budget	£	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	[191]
Other funding sources	£	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	[197]
<i>Please specify these</i> _____			[198]

77) Approximately how many teaching days since September 2001 have been

covered by supply teachers in total? [201]

covered by supply teachers specifically for continuing professional development purposes? [204]

External Links

	Yes	No
78) Does the school have any formal working links with other schools?		
in a cross-phase cluster/pyramid (eg primary & secondary) group	<input type="checkbox"/>	<input type="checkbox"/> [205]
in a within-phase network (eg primary only)	<input type="checkbox"/>	<input type="checkbox"/>
in a sixth form consortium	<input type="checkbox"/>	<input type="checkbox"/>
in an Education Action Zone	<input type="checkbox"/>	<input type="checkbox"/>
in an Excellence in Cities initiative	<input type="checkbox"/>	<input type="checkbox"/>
as a Training School	<input type="checkbox"/>	<input type="checkbox"/> [210]
as part of a NCSL Networked Learning Community	<input type="checkbox"/>	<input type="checkbox"/>
as a Beacon School	<input type="checkbox"/>	<input type="checkbox"/>
Please specify main areas of expertise _____		[213]
Specialist school (eg Arts; Technology)	<input type="checkbox"/>	<input type="checkbox"/>
Please specify _____		[215]
Other formal working links	<input type="checkbox"/>	<input type="checkbox"/>
Please specify _____		[217]

79) Please give any further information that you think may help us to understand the school context. [218]

80) Please add any further comments that you may have about professional learning communities and continue on a separate sheet if necessary. [219]

Thank you for taking the time to complete this questionnaire. Please return it in the s.a.e. provided to:
TLC Project, Graduate School of Education, University of Bristol, 8-10 Berkeley Square, Bristol, BS8 1HH.
 If you have any queries about completing this form, please call 0117 928 7144.