**Stakeholder Survey: Teachers**

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
| School Name： |  |

1. The purpose of this questionnaire is to collect your views on the school work to facilitate school’s self-evaluation.
2. This questionnaire is conducted on an anonymous basis.
3. Please put a “✓” in the box which best reflects your views about the school:
* Strongly agree
* Agree
* Neutral, i.e., neither agree nor disagree
* Disagree
* Strongly disagree
1. If you do not know or do not understand the situations described in any of the items, or the situations described in the items are not applicable to you, please select “Don’t know/ NA”.
2. There are a total of 62 questions. Please answer all questions.
 |

|  |  | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** | **Don’t know/ NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **5** | **4** | **3** | **2** | **1** |  |
|  | **Management & Organisation** |  |  |  |  |  |  |
|  | Our school has a clear development direction. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | When formulating development plans, our school takes into account its context and the results of the self-evaluation. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school evaluates and follows up on the implementation of development plans regularly. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school’s decision-making process is transparent. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school adopts appropriate safety measures to ensure the safety of children and staff. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The management[[1]](#footnote-1) is effective in leading our school to develop continuously. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The management monitors our school operation effectively. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school management values my views. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school management guides the teachers effectively. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The principal utilises teachers’ talents effectively so that their potential is optimised. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The vice-principal(s)/senior teacher(s) can promote effective communication between the management and teachers. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school provides training opportunities to enhance my professional competency. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school provides sufficient training and support for the newly recruited teachers. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The culture of professional sharing has been cultivated. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The staff appraisal system can foster the professional growth of the teachers. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The staff appraisal system can assess teachers’ work performance fairly. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | All space in school is appropriately used to facilitate the implementation of various activities. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school provides adequate resources to support my teaching. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school can accurately review its development, strengths and weaknesses through self-evaluation. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school is able to implement the rationale of “Plan – Implementation – Evaluation” during self-evaluation. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I thoroughly understand how to conduct school self-evaluation. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I can fully participate[[2]](#footnote-2) in the evaluation work. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school wholly reviews its performance and development in last year when conducting self-evaluation. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school clearly reports its self-evaluation and school development plans to parents. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  |  |  |  |  |  |  |  |
|  | **Learning & Teaching** |  |  |  |  |  |  |
|  | The aims and policies of our school’s curriculum development are clear. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school provides a comprehensive curriculum to facilitate the development of children’s potential in all aspects. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school curriculum is balanced so as to cater for children’s developmental needs in all aspects. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | When planning the curriculum, our school takes into account the children’s developmental needs, abilities, interests and experiences. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school adopts play as a learning strategy when designing the curriculum. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school has set up a well-designed and richly decorated learning environment to arouse children’s learning interest. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school curriculum monitoring mechanism operates smoothly. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school monitors the curriculum implementation effectively. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The effectiveness of the curriculum implementation is properly reviewed and is followed up accordingly. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I always adjust my teaching contents and approaches according to the children’s learning progress. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I collaborate well with other teachers. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I always arrange different learning activities in my lessons, e.g. experiments, group discussion and oral presentation. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I make good use of questioning to promote children’s learning. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I always encourage children to express their views. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I always provide children with opportunities to exploit their creativity. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I put emphasis on the development of self-management skills of children. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children have strong learning interest. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children are confident in communicating with other people. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children are able to use different resources to learn, e.g. books, toys, teaching aids, etc. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children are able to express themselves through different means, e.g. speech, drawing, creative work, etc. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children always interact with their peers. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children complete their learning activities seriously. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Children love reading. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school has formulated clear assessment policies. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school adopts assessment methods that promote children’s learning. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I always make use of assessment information to improve my teaching, e.g. teaching evaluation, assessment of children’s learning experience, etc. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I always keep parents well-informed about their children’s learning performance and development. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  |  |  |  |  |  |  |  |
|  | **School Culture & Support for Children** |  |  |  |  |  |  |
|  | Our school is able to support teachers, so that they can cater for learner diversity through appropriate teaching strategies. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I can identify children with diverse needs timely. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school adopts an effective mechanism to support children with diverse needs. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school renders appropriate support to the newly admitted/halfway-admitted children. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school arranges suitable activities for children and parents to ensure a smooth transition to primary schools. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Amicable relationship is maintained amongst school staff. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | The relationship between parents and school is good. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school organises education activities that fit parents’ needs. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | Our school establishes a good rapport with parents to foster children’s growth. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | We have good team spirit and high morale. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
|  | I have a sense of belonging in our school. | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| **P.T.O.** |

**If you have further comments about our school, please specify below:**

|  |
| --- |
|  |

*- End of Questionnaire -*

Thank you for your comments

1. The management refers to principals, vice-principals and senior teachers of kindergartens. [↑](#footnote-ref-1)
2. “fully participate” refers to teachers expressing their views through various means regarding school’s performance in all aspects. [↑](#footnote-ref-2)