



Survey Objective

The main objective of this survey is to evaluate the impact of different changes observed in education such as curriculum changes, budget reductions, new policies, directives on teaching and the work of principals in Canadian Schools. This survey aims to collect information on principals, their situations and professional practices, the transformations which affect their training, their competencies, as well as their daily work and their interactions with students and other educational partners.

The survey is conducted jointly by Statistics Canada and a team of researchers from Faculties of Education in Universities across the country. The survey is part of a research project sponsored by the Social Sciences and Humanities Research Council of Canada (SSHRC). SSHRC is an arms-length federal agency that promotes and supports university-based research and training in the social sciences and humanities. The results from this research project will provide a comprehensive picture of teaching conditions at a pan-Canadian level and in your own jurisdiction.

To provide a true picture of teaching conditions in Canadian schools, it is very important that you respond to this questionnaire. By participating in this survey, you will also provide invaluable information that will help shape the future of education policy.

Law authorizing collection

This information is collected under the authority of the *Statistics Act*, Revised Statutes of Canada, 1985, Chapter S19. While participation of this survey is voluntary, your co-operation ensures that the information collected is as accurate and comprehensive as possible.

Confidentiality

Statistics Canada is prohibited by law from publishing any statistics which would divulge information obtained from this survey that relates to any identifiable business, institution or individual without the previous written consent of that business, institution or individual. The data reported on this questionnaire



will be treated in strictest confidence, used for statistical purposes, and published in aggregate form only. The confidentiality provisions of the *Statistics Act* are not affected by either the *Access to Information Act* or any other legislation.

Other Uses of the Information

To enhance the analytical value of the survey, the information provided in this survey may be combined with other information available to Statistics Canada from other surveys such as The Information and Communications Technologies in Schools Survey (ICTSS), or administrative records.

How to Participate

If you have any questions about the survey, contact us by telephone at 1-888-301-6058, e-mail at Education.oid@statcan.ca, or facsimile at 1-800-755-5514. Statistics Canada thanks you for your participation.

Please mail the completed questionnaire in the supplied envelope as soon as possible. Mail to:

Statistics Canada
Operations and Integration Division
Education and Culture Section
Tunney's Pasture
120 Parkdale Avenue
Ottawa, Ontario K1A 0T6

General Instructions

1. Please complete and return this form in the envelope provided.
2. When precise figures are not readily available, please provide your best estimates.
3. When answering questions that require marking a box, please use an "X".

SECTION 1 – Socio-demographic information and characteristics of your school

The following are general questions about you and your school.

1. **What is your sex?** 1200 Male ¹ Female ³

2. **What is your year of birth?**

19 1201

3A. **What language do you speak most often at home?** 1202

English 1

French 3

Other – *specify* 1203

3B. **Do you speak any other languages on a regular basis at home?** 1204

No 1

Yes, English 2

Yes, French 3

Yes, other – *specify* 1205

4. **What is the highest level of education you have completed?** 1206

Teaching certificate, diploma or licence 1

Bachelor's degree 2

University certificate or diploma above bachelor level 3

Master's degree 4

Doctorate 5

Other – *specify* 1207

5. **What was the main field of study of your highest level of education?**

Education 1208

School/Educational Administration 1209

Language Arts (*e.g., language, literature or communication*) 1210

Mathematics or Informatics 1211

Second Language Teaching 1212

Science (*e.g., physics, chemistry, biology*) 1213

Social studies (*e.g., history, geography, psychology, sociology*) 1214

Theology, Religious Studies or Philosophy 1215

Arts (*e.g., music, dance, drama, plastic arts*) 1216

Physical Education 1217

Public/Business Administration 1218

Other – *specify* 1219



6. Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you ... (Mark an "X" for all that apply.)

- White? 1221
- North American Indian? 1222
- Métis? 1223
- Inuit? 1224
- Chinese? 1225
- South Asian (e.g., East Indian, Pakistani, Sri Lankan)? 1226
- Black? 1227
- Filipino? 1228
- Latin American? 1229
- Southeast Asian (e.g., Cambodian, Indonesian, Loatian, Vietnamese)? 1230
- Arab? 1231
- West Asian (e.g., Afghan, Iranian)? 1232
- Japanese? 1233
- Korean? 1234
- Other – specify 1235

7. As the principal of this school, do your regular duties include teaching? 1236

Yes ¹ No ³

8. How many years of experience do you have in your entire career and at this school in the following positions? (Please round to the nearest whole number. If none, enter 0 (zero) in the appropriate space.)

	In your entire career Years	At this school Years
Elementary School Principal	<input type="text"/> <input type="text"/> 1238	<input type="text"/> <input type="text"/> 1237
Elementary School Vice-principal	<input type="text"/> <input type="text"/> 1240	<input type="text"/> <input type="text"/> 1239
Elementary School Teacher	<input type="text"/> <input type="text"/> 1242	<input type="text"/> <input type="text"/> 1241
Secondary School Principal	<input type="text"/> <input type="text"/> 1244	<input type="text"/> <input type="text"/> 1243
Secondary School Vice-principal	<input type="text"/> <input type="text"/> 1246	<input type="text"/> <input type="text"/> 1245
Secondary School Teacher	<input type="text"/> <input type="text"/> 1248	<input type="text"/> <input type="text"/> 1247
Elementary/Secondary School Principal	<input type="text"/> <input type="text"/> 1250	<input type="text"/> <input type="text"/> 1249
Elementary/Secondary School Vice-principal	<input type="text"/> <input type="text"/> 1252	<input type="text"/> <input type="text"/> 1251
Elementary/Secondary School Teacher	<input type="text"/> <input type="text"/> 1254	<input type="text"/> <input type="text"/> 1253
Pedagogical Consultant	<input type="text"/> <input type="text"/> 1256	<input type="text"/> <input type="text"/> 1255
Other – specify <input type="text"/>	<input type="text"/> <input type="text"/> 1258	<input type="text"/> <input type="text"/> 1257

1259





9. Please report **approximately** how many staff hold full-time or part-time positions in your school in each of the following categories. (If a position is not staffed, please enter 0 (zero) in the appropriate space. Please round to the nearest whole number.)

	Full-time	Part-time
	Total <input type="text"/> <input type="text"/> <input type="text"/> 1276	Total <input type="text"/> <input type="text"/> <input type="text"/> 1277
Principals	<input type="text"/> 1260	<input type="text"/> 1261
Vice-principals	<input type="text"/> <input type="text"/> <input type="text"/> 1262	<input type="text"/> <input type="text"/> <input type="text"/> 1263
Teaching staff	<input type="text"/> <input type="text"/> <input type="text"/> 1264	<input type="text"/> <input type="text"/> <input type="text"/> 1265
Other professional non teaching staff (e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors, pedagogical counsellors)	<input type="text"/> <input type="text"/> <input type="text"/> 1266	<input type="text"/> <input type="text"/> <input type="text"/> 1267
Teacher-aides (e.g., student supervisors, special education technicians, behavioural assistants, recreation assistants)	<input type="text"/> <input type="text"/> <input type="text"/> 1268	<input type="text"/> <input type="text"/> <input type="text"/> 1269
Child-care workers (e.g. early childhood educators)	<input type="text"/> <input type="text"/> <input type="text"/> 1270	<input type="text"/> <input type="text"/> <input type="text"/> 1271
Support staff (e.g., office staff, caretakers)	<input type="text"/> <input type="text"/> <input type="text"/> 1272	<input type="text"/> <input type="text"/> <input type="text"/> 1273
Other – specify <input style="width: 200px; height: 20px;" type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> 1274	<input type="text"/> <input type="text"/> <input type="text"/> 1275

1278

10. About the students in your school:

(In the space provided, write the answer for each of the following (if none, enter 0 (zero).)

What is the approximate total school enrolment (number of students)?	Total <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1279
On a typical school day, approximately how many students are absent from school (for any reason)?	<input type="text"/> <input type="text"/> <input type="text"/> 1280
Approximately how many students who begin the year in your school do not finish the year in your school?	<input type="text"/> <input type="text"/> <input type="text"/> 1281

11. How would you describe the economic background of the students attending your school?

(Specify the **approximate** percentage of families in each category.)

High family income (over \$90,000)	<input type="text"/> <input type="text"/> % 1282
Middle family income (from \$30,000 to \$90,000 per year)	<input type="text"/> <input type="text"/> % 1283
Low family income (below \$30,000 per year)	<input type="text"/> <input type="text"/> % 1284
Total 100%	

12A. Among the students in your school, **approximately** what percentage ... (If none, enter 0 (zero) in the appropriate space.)

are Anglophone ¹ ?	<input type="text"/> <input type="text"/> <input type="text"/> % 1285
are Francophone ² ?	<input type="text"/> <input type="text"/> <input type="text"/> % 1286
are Allophone ³ ?	<input type="text"/> <input type="text"/> <input type="text"/> % 1287
Total 100%	
12B. ... arrived in Canada less than a year ago?	<input type="text"/> <input type="text"/> <input type="text"/> % 1289

¹ **Anglophone** refers to students who speak mostly English at home.

² **Francophone** refers to students who speak mostly French at home.

³ **Allophone** refers to students who speak mostly in a language other than English or French at home.





13A. To your knowledge, approximately how many students in your school have been formally identified as being affected by the following problems or disabilities?

(If none, enter 0 (zero) in the appropriate space.)

A speech, hearing, vision, mobility or other health impairment that affects their learning 1290

A psychological or behavioural problem 1291

A learning problem (e.g., a problem with attention, reading, writing) 1292

13B. Approximately how many students that fall within each of the categories below have access to specialized services? (If none, enter 0 (zero) in the appropriate space.)

Speech, hearing, vision, mobility or other health impairments that affects their learning 1293

Psychological or behavioural problems 1400

Learning problems (e.g., problems with attention, reading, writing) 1401

14. Among your school's students and teaching staff (full-time and part-time), approximately how many of them ...
(If none, enter 0 (zero) in the appropriate space.)

Enter the appropriate number in each column

	<u>Students</u>	<u>Teaching staff</u>
Total	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1434	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1435
a) Have a mother tongue other than English or French?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1402	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1403
b) Are ...		
White?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1404	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1405
North American Indian?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1406	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1407
Métis?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1408	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1409
Inuit?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1410	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1411
Chinese?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1412	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1413
South Asian (e.g., East Indian, Pakistani, Sri Lankan)?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1414	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1415
Black?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1416	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1417
Filipino?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1418	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1419

(continued on page 7)





14. Among your school's students and teaching staff (full-time and part-time), approximately how many of them ... (If none, enter 0 (zero) in the appropriate space.) (Continued)

Enter the appropriate number in each column

b) Are ...

Students

Teaching staff

Latin American?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1420	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1421
Southeast Asian (e.g., Cambodian, Indonesian, Loatian, Vietnamese)?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1422	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1423
Arab?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1424	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1425
West Asian (e.g., Afghan, Iranian)?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1426	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1427
Japanese?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1428	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1429
Korean?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1430	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1431
Other — specify <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1432	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1433

1436

15. Among all of the teaching staff (full-time and part-time) presently employed in your institution, approximately what percentage of them have ...

one (1) year or less of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	1437
two (2) to five (5) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	1438
six (6) to ten (10) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	1439
eleven (11) to twenty (20) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	1440
more than twenty (20) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	%	1441

Total 100%



SECTION 2 – Perception of change and its impact

In this section of the questionnaire, we want to determine your perception of the impact that certain major changes could have had in recent years on the school where you work.

1. Listed below are changes that occurred in the previous decade. How do you evaluate the impact these changes have had on your school? (Please mark an "X" in each row.)

	Very important	Important	Not very important	Not important at all	Not applicable
Reduction in human resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2200
Reduction in other resources (e.g., material, financial)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2201
School staff changes: retirement, redeployment or renewal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2202
Fluctuation in the number of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2203
Socio-economic changes in the environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2204
A new distribution of responsibilities and authorities between central and local bodies, and within the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2205
Mergers and reorganization of school boards (SB)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2206
Information and communication technologies (ICT) in education and management	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2207
New instructional approaches (curriculum)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2208
Cultural and linguistic diversity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2209
Standardized student assessment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2210
New accountability policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2211
Formalized teacher assessment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2212
Other change – <i>specify</i> <input style="width: 200px; height: 20px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2213



2. The preceding changes have had an impact on the work of managing schools. Listed below are results ensuing from these changes. How do you evaluate the impact each one had on you? (Please mark an "X" in each row.)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
I found it necessary to change my management approach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2215
My mastery of the situation has diminished	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2216
I am more motivated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2217
I am developing new abilities to adapt to the changes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2218
My workload has increased	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2219
My status has improved	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2220
I am more focused on the key elements of the school's mission	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2221
I learned to minimize the human costs of change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2222
I was driven to clarify my school's operating rules	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2223
I am more aware of relations with the school's environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2224
My career plan has been disrupted	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2225
I found it necessary to obtain additional training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2226
Other – specify <input type="text"/> 2228	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2227

3. Below are a number of statements that describe the effects of the changes (positive or negative) that occurred in schools in the previous decade. Please indicate how significant the impact has been for each of the following statements: (Please mark an "X" in each row.)

	Very significant	Significant	Not very significant	Not significant at all	Not applicable
Higher motivation of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2229
Destabilization, loss of normal benchmarks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2230
Environment of greater distrust and resistance to change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2231
Feeling of ineffectiveness developing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2232
Reinforcement of "cliques" and rivalries between groups and sectors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2233
Greater demand for training and institutional guidance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2234

(continued on page 10)





3. Below are a number of statements that describe the effects of the changes (*positive or negative*) that occurred in schools in the previous decade. Please indicate how significant the impact has been for each of the following statements: (*Please mark an "X" in each row.*) (Continued)

	Very significant	Significant	Not very significant	Not significant at all	Not applicable
Noticeable decline in the quality of services to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2235
Improved school success and retention rates	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2236
Greater student selection	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2237
Greater involvement of parents in learning and educational activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2238
Deterioration of the school environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2239
Higher professional qualifications of teaching staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2240
Increased costs to parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2241
Better social integration of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2242
Other impact – <i>specify</i> <input type="text"/> 2244	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2243

4. To what extent do you believe that the changes that occurred in the previous decade will have a positive impact on the following aspects at your school? (*Please mark an "X" in each row.*)

	To a great extent	To a certain extent	To a little extent	Not at all	Not applicable
Student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2245
Student integration into society	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2246
The professionalization of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2247
Your duties as school principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2248
The effectiveness of the school system	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2249
Relationships with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2250
Recognition of the school's mission statement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2251

5. Based on your own experience, what has been the significance of:
(*Please mark an "X" in each row.*)

	Very significant	Significant	Not very significant	Not significant at all	Not applicable
The increased competition between the schools in your area	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2260
The impact of competition on your job as principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2261
The impact of competition on the recruitment and retention of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2262
The impact of competition on the recruitment and retention of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2263



SECTION 3 – Duties and responsibilities

This section addresses your tasks and responsibilities, and the perception that you have of them.

1A. Presently, at your school, to what extent do you have responsibility for the following as principal?

1B. Ideally, at your school, to what extent would you like to have responsibility for the following as principal?

1A. Presently
1 – I am fully responsible for this task
2 – I play a major role in carrying out this task
3 – I play a minor role in carrying out this task
4 – I have no responsibility for this task
N – Not applicable

1B. Ideally
1 – I would like to be fully responsible for this task
2 – I would like to play a major role in carrying out this task
3 – I would prefer to play a minor role in carrying out this task
4 – I would not like to be responsible for this task
N – Not applicable

ENTER THE APPROPRIATE CODE NUMBER IN EACH COLUMN

	1A. Presently	1B. Ideally
Recruitment and selection of teachers	<input type="text"/> 3200	<input type="text"/> 3201
Recruitment and selection of professional staff (<i>e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors</i>)	<input type="text"/> 3202	<input type="text"/> 3203
Recruitment and selection of technical staff (<i>e.g., student supervisors, special education technicians, recreation assistants</i>)	<input type="text"/> 3204	<input type="text"/> 3205
Assignment of teaching tasks	<input type="text"/> 3206	<input type="text"/> 3207
Supervision of teachers	<input type="text"/> 3208	<input type="text"/> 3209
Supervision of professional staff	<input type="text"/> 3210	<input type="text"/> 3211
Supervision of technical staff (<i>e.g., student supervisors, special education technicians, recreation assistants</i>)	<input type="text"/> 3212	<input type="text"/> 3213
Recruitment and selection of students	<input type="text"/> 3214	<input type="text"/> 3215
Assignment of students to classes or to the educational programs in the school	<input type="text"/> 3216	<input type="text"/> 3217
Acquisition of private funds (<i>donations from the community, fundraising</i>)	<input type="text"/> 3218	<input type="text"/> 3219
Educational development of teachers	<input type="text"/> 3220	<input type="text"/> 3221
Development of the school's rules	<input type="text"/> 3222	<input type="text"/> 3223
Supervision of students outside of class, in the school	<input type="text"/> 3224	<input type="text"/> 3225
Disciplining of students	<input type="text"/> 3226	<input type="text"/> 3227
Development of the school's mission, its educational direction, or development or success plan	<input type="text"/> 3228	<input type="text"/> 3229
Definition of the objectives and profiles (<i>or options</i>) of the educational programs at the schools	<input type="text"/> 3230	<input type="text"/> 3231
Evaluation of educational programs and teaching methods	<input type="text"/> 3232	<input type="text"/> 3233

(continued on page 12)



1A. Presently, at your school, to what extent do you have responsibility for the following as principal?

(Continued)

1B. Ideally, at your school, to what extent would you like to have responsibility for the following as principal?

(Continued)

1A. Presently
1 – I am fully responsible for this task
2 – I play a major role in carrying out this task
3 – I play a minor role in carrying out this task
4 – I have no responsibility for this task
N – Not applicable

1B. Ideally
1 – I would like to be fully responsible for this task
2 – I would like to play a major role in carrying out this task
3 – I would prefer to play a minor role in carrying out this task
4 – I would not like to be responsible for this task
N – Not applicable

ENTER THE APPROPRIATE CODE NUMBER IN EACH COLUMN

	1A. Presently	1B. Ideally
Selection of educational materials	<input type="text"/> 3234	<input type="text"/> 3235
Evaluation of educational materials	<input type="text"/> 3236	<input type="text"/> 3237
Ensuring parental involvement in the life of the school	<input type="text"/> 3238	<input type="text"/> 3239
Educational and administrative training of parent members of the school's governing body	<input type="text"/> 3240	<input type="text"/> 3241
Raising the community's awareness of the school's objectives and achievements	<input type="text"/> 3242	<input type="text"/> 3243
Management of the school's material resources (<i>equipment, facilities</i>)	<input type="text"/> 3244	<input type="text"/> 3245
Management of funds generated by school activities and services	<input type="text"/> 3246	<input type="text"/> 3247
Partnerships with community organizations	<input type="text"/> 3248	<input type="text"/> 3249
Resolution of conflicts between school/families over values	<input type="text"/> 3250	<input type="text"/> 3251
Participation on management or school board committees	<input type="text"/> 3252	<input type="text"/> 3253
Developing the school budget	<input type="text"/> 3254	<input type="text"/> 3255
Decisions for allocation of the budget within the school	<input type="text"/> 3256	<input type="text"/> 3257
Collection, processing and analysis of school data and statistics	<input type="text"/> 3258	<input type="text"/> 3259
Reporting to appropriate authorities for accountability	<input type="text"/> 3260	<input type="text"/> 3261





2. Please rate your overall level of satisfaction with: (Please mark an "X" in each row.)

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
Support from my supervisors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3262
My workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3263
Level of remuneration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3264
The acknowledgement of my occupation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3265
Impact on my family life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3266
Legal standards framing my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3267
My accountability	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3268
My professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3269
My professional autonomy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3270

3A. Presently, indicate the importance of each of the following roles in your work:

3B. Ideally, indicate the importance that each of the following roles should have in your work:

1 – Very important
2 – Important
3 – Not very important
4 – Not important at all

N – Not applicable

ENTER THE APPROPRIATE CODE NUMBER FOR EACH COLUMN

	3A. Presently	3B. Ideally
Pedagogical leader	<input type="checkbox"/> 3271	<input type="checkbox"/> 3272
Promoter of the school in the community	<input type="checkbox"/> 3273	<input type="checkbox"/> 3274
Developer and planner of the school's educational project	<input type="checkbox"/> 3275	<input type="checkbox"/> 3276
Change agent for the school's policies and practices	<input type="checkbox"/> 3277	<input type="checkbox"/> 3278
Manager of emergencies and unforeseen situations in the school	<input type="checkbox"/> 3279	<input type="checkbox"/> 3280
Conductor, coordinator, assembler, team leader	<input type="checkbox"/> 3281	<input type="checkbox"/> 3282
School's general administrator (e.g., budget, equipment)	<input type="checkbox"/> 3283	<input type="checkbox"/> 3284
Parents' spokesperson and mediator between them and teachers	<input type="checkbox"/> 3285	<input type="checkbox"/> 3286
Liaison with school authorities (school boards, ministry)	<input type="checkbox"/> 3287	<input type="checkbox"/> 3288
Educator of students	<input type="checkbox"/> 3289	<input type="checkbox"/> 3290
Supervisor and evaluator of the work of teachers	<input type="checkbox"/> 3291	<input type="checkbox"/> 3292



SECTION 4 – Social relations in schools

This section deals with relations between the various key participants who interact in your institution.

1. Please rate your level of satisfaction with your interactions with the following people.

(Please mark an "X" in each row.)

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
Other school administrators	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4200
Teaching staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4201
Other professional non-teaching staff <i>(e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors, pedagogical counsellors)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4202
Educational assistants <i>(e.g., supervisors, special education assistants)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4203
Board/district managers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4204
Parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4205
Community representatives	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4206
Education related stakeholders acting in the school <i>(e.g., health services, police, cultural organisations)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4207
Students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4208

2. Among the characteristics of your school and the services offered, how positive are their impact on the inclusiveness of all students?

(Please mark an "X" in each row.)

	Very positive	Somewhat positive	Somewhat negative	Very negative	Not applicable
Services for learning the language of the school and language support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4216
Remedial and learning support services for special education students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4217
Initial training for teachers or school administration on the issue of integration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4219
Development activities offered by the school board or other bodies on student integration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4220
Services and activities to build school/family links	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4223



3. What impact do you believe the cultural, ethnic, linguistic or religious diversity of your students has had on the following factors?

(Please mark an "X" in each row.)

	Very positive	Somewhat positive	Somewhat negative	Very negative	Not applicable
My relations with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4209
My relations with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4210
My relations with the teaching staff and other professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4211
Relations between teachers and students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4212
Relations between teachers and parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4213
Relations between students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4214
My job satisfaction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4215

4A. Are there special programs, paths or services for special education students at your school? ⁴²⁵⁰

(Formally recognized special education students refers only to those who have access to specialized services.)

¹ Yes ³ No *(Go to Question 5)*

4B. Please rate your level of satisfaction with these programs: ⁴²⁵¹

- Very satisfied 1
- Somewhat satisfied 2
- Somewhat unsatisfied 3
- Very unsatisfied 4
- Not applicable 5

4C. Do you believe that the teacher's training has been adequate to meet the needs of special education students?

(Formally recognized special education students refers only to those who have access to specialized services.) ⁴²⁵²

- Very adequate 1
- Somewhat adequate 2
- Somewhat inadequate 3
- Very inadequate 4
- Not applicable 5

5. If applicable, please rate your level of satisfaction with special programs, paths or services designed for the early prevention of social or school adjustment problems (e.g., Breakfast programs, Animations Passe-partout, Head Start, Early Childhood Initiative, High/Scope, Parenting programs). ⁴²⁵³

- Very satisfactory 1
- Relatively satisfactory 2
- Not very satisfactory 3
- Not satisfactory at all 4
- Not applicable 5





6. Listed below are different problems that may occur in a school. To what extent do each of the following hinder the proper functioning of your school?
(Please mark an "X" in each row.)

	To a great extent	To a certain extent	To a little extent	Not at all	Not applicable
Conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4224
Bullying among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4225
Health problems in students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4226
Deterioration of socio-economic status of student's families	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4227
Infractions against property (vandalism, theft) by students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4228
Students possessing weapons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4229
Students' use of alcohol or drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4230
Student disrespect for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4231
Verbal abuse or physical assault of a staff member by a student	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4232
Student absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4233
Sexism/Sexual harassment among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4234
Racism/Racial conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4235
Staff's use of alcohol or drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4236
Teacher turnover	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4237
Teacher absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4238
Disruption of classes by students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4239
Student tardiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4240
Students dropping out	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4241
Student apathy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4242
Conflicts between parents and teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4243
Complaints from parents and students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4244





7. If applicable, please rate your level of satisfaction with “strategic partnerships” with other organizations that your school established to better serve economically disadvantaged students. ⁴²⁵⁴

Very satisfactory 1

Relatively satisfactory 2

Not very satisfactory 3

Not satisfactory at all 4

Not applicable 5

8. Currently, does your school have ...
(Please mark an “X” in each row.)

	Yes	No
an active school improvement group or team?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4255
regular staff meetings (at least once a month)?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4256
a written student evaluation policy?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4257
a written discipline policy?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4258
a written policy on absenteeism?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4259
a written policy on homework?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4260

For information only



SECTION 5 – Professional integration and development

This section focuses on issues related to the recruitment and professional development of new teachers and principals (*with five (5) years of experience or less*).

1. **To your knowledge, how often do new teachers (*with five (5) years of experience or less*) in your school benefit from, or take part in any of the following welcoming, mentoring or support activities? (Please mark an "X" in each row.)**

	Usually always	Often	Sometimes	Not at all	Not applicable
Welcoming activities (<i>e.g., meals, meeting the school's staff</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5200
Twining or mentoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5201
Resource person designated by management	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5202
Support group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5203
Support network for young teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5204
Training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5205
Reduced workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5206
Other – <i>specify</i> <input style="width: 200px; height: 20px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5207

2. **If your school has access to, or has specific funds to promote the integration and professional development of new teachers, to which extent are they adequate?** 5209

The specific funds are adequate	1 <input type="checkbox"/>
The specific funds are adequate but underutilized	2 <input type="checkbox"/>
There are specific funds but they are insufficient	3 <input type="checkbox"/>
There are no specific funds	4 <input type="checkbox"/>

3. **Indicate the degree to which you agree or disagree with the following statements. In general, new teachers with five (5) years of experience or less ... (Please mark an "X" in each row.)**

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
are prepared to assume their duties	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5210
know how to maintain order and discipline in their classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5211
know the program subjects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5212
know how to evaluate their students' learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5213
master information and communication technology (<i>ICT</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5214
collaborate with other teachers in the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5215

(continued on page 19)



3. Indicate the degree to which you agree or disagree with the following statements. In general, new teachers with five (5) years of experience or less ... (Please mark an "X" in each row.) (Continued)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
get involved with other members of the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5216
communicate with the parents of their students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5217
adapt their teaching and learning activities to the characteristics and abilities of their students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5218
contribute to the progress of special education students in their classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5219
use methods to improve their professional skills (e.g., reading, development activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5220
contribute to the life of the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5221
collaborate with the school's administration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5222
participate in extra-curricular activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5223

4. In general, to what degree are you satisfied with the work of the new teachers that were recruited this year? 5224

Very satisfied	1 <input type="checkbox"/>
Somewhat satisfied	2 <input type="checkbox"/>
Somewhat unsatisfied	3 <input type="checkbox"/>
Very unsatisfied	4 <input type="checkbox"/>
Not applicable	5 <input type="checkbox"/>

5. Indicate the degree of difficulty that new teachers (with five (5) years of experience or less) generally have with the following elements: (Please mark an "X" in each row.)

	No difficulties	Little difficulty	Some difficulties	Many difficulties	Not applicable
Mastering the program's subjects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5225
Maintaining discipline with the students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5226
Evaluation of learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5227
Communication with students (in class and outside of class)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5228
Collaboration with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5229
Use of new technologies in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5230
Team work with other teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5231





6. We would like to know your opinion on the recruitment and hiring of new teachers (with five (5) years of experience or less). Indicate the degree to which you agree or disagree with the following statements: (Please mark an "X" in each row.)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
In general, it is easy to recruit new teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5234
It is difficult to find new teachers in some subject areas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5235
The working conditions of new teachers make their integration in my school difficult	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5236
I have the freedom to choose when it is time to hire a new teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5237
I have the time to evaluate the quality of the work of new teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5238
New teachers are forced on me by other people or bodies (e.g., school board, union)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5239
I expect new teachers to be able to teach outside their subject specialities if necessary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5240
New teachers inherit the groups of students deemed to be most difficult	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5241
When hiring new teachers, I receive help from the school board or another body	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5242

7. When you first became a school principal, to what extent did you benefit from any welcoming, support or mentoring activities? (Please mark an "X" in each row.)

	To a great extent	To a certain extent	To a little extent	Not at all	Offered but did not participate	Not offered
There were welcoming activities (e.g., meal, meeting with the school staff)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5243
I was provided with twinning or mentoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5244
I had access to a designated resource person	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5245
I was able to participate in a support group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5246
I was able to participate in a peer network among principals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5247
I was able to benefit from appropriate development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5248
I benefited from other measures – specify						
<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5249

5250





8. Referring to when you first became a school principal, indicate the degree to which you agree or disagree with the following statements: (Please mark an "X" in each row.)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
I was prepared to take on this job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5251
My previous training was helpful	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5252
I knew how to collaborate with the various members of the school staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5253
I learned on the job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5254
I mastered the administrative aspects of my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5255
I received assistance from my superiors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5256

For information only



SECTION 6 – Projects and educational goals

1. We are interested in the importance your institution places on various educational goals. To what extent does your institution promote each of the following goals: (Please mark an "X" in each row.)

	To a great extent	To a certain extent	To a little extent	Not at all	Not applicable
Building basic literacy skills (reading, math, writing, speaking)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6221
Encouraging academic excellence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6222
Transition to postsecondary education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6223
Occupational or vocational skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6224
Taking on good work habits and self-discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6225
Personal growth (e.g., self-esteem, self-knowledge)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6226
Human relations skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6227
Embracing of specific moral values	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6228
Development of multi-cultural awareness and understanding	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6229
Encouragement of parents doing volunteer work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6230
Encouragement of students doing volunteer work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6231

2. In the last decade, your school might have adopted a mission/specialisation targeting a group of students with specific characteristics (e.g., sports and studies combined, international education, work study schedule, arts concentration, science concentration, music, volunteer work). If this is the case, what were the impacts of this particular mission/specialisation on your level of satisfaction over the past year with: (If your school has adopted more than one (1) mission/specialisation, please refer only to the primary one. Please mark an "X" in each row.)

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
The impact on the tasks of the principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6200
Integration of this profile into instructional activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6201
The recruitment of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6202
The general climate of the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6203
The parent's satisfaction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6204
The quality of knowledge acquired by students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6205

★

Consent Form:

Thank you for your participation in the survey. This study was developed in collaboration with a team of researchers from Faculties of Education in Universities across the country (Université de Montréal, University of Toronto, Simon Fraser University and Université de Sherbrooke). By signing below, you authorize Statistics Canada to release all information provided in this questionnaire, **without the name of your school or your name** to the team of researchers for the purposes listed at the beginning of the questionnaire. The researchers have undertaken to keep this information confidential and to use it for research and statistical purposes only. The release of any information to the public by these institutions will only be in an aggregated form that will not identify your school.

I hereby authorize Statistics Canada to release data in this questionnaire to universities involved in this study (Université de Montréal, University of Toronto, Simon Fraser University and Université de Sherbrooke):

Yes ¹ No ³ 7200

Signature 7201

Date

Contact Information:

Name of Principal

Telephone number

E-mail

Telephone extension number

For information only

