

KYSELYLOMAKE: FSD3439 CHILD-UP: OPETTAJIEN KYSELY 2019

QUESTIONNAIRE: FSD3439 CHILD-UP: SURVEY FOR TEACHERS 2019

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Tämä kyselylomake on osa yllä mainittua Yhteiskuntatieteelliseen tietoaarkistoon arkistoitua tutkimusaineistoa.

Kyselylomaketta hyödyntävien tulee viitata siihen asianmukaisesti lähdeviitteellä.

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# CHILD-UP QUESTIONNAIRE: TEACHERS

## 1. What is your gender?

- <sub>1</sub> Female
- <sub>2</sub> Male
- <sub>3</sub> Other
- <sub>4</sub> I don't want to specify.

## 2. How many years have you worked as a teacher?

\_\_\_\_\_ years

## 3. Which grade/s are you teaching?

If you teach at several grades, please choose as many choices as needed.

- <sub>1</sub> pre-school (ISCED0)
- <sub>2</sub> primary school (ISCED1)
- <sub>3</sub> lower secondary (ISCED2)
- <sub>4</sub> upper secondary school (ISCED3)
- <sub>5</sub> other

## 4. What is your educational background?

Please choose the appropriate choice describing your educational background.

- <sub>1</sub> Teacher education, non-tertiary or short cycle tertiary (ISCED 4-5).
- <sub>2</sub> Teacher education, BA
- <sub>3</sub> Teacher education, MA
- <sub>4</sub> Teacher education, Doctoral degree
- <sub>5</sub> I have no formal teacher education.

If you don't have teachers' formal education, what is your highest degree?

4.1

- <sub>1</sub> Secondary level education.(ISCED 3)
- <sub>2</sub> Non tertiary or short-cycle tertiary (ISCED 4-5)
- <sub>3</sub> BA (ISCED6)
- <sub>4</sub> MA (ISCED7)
- <sub>5</sub> Doctoral level (ISCED8)

## 5. Have you participated in training that included elements of teaching in multicultural or multilingual settings?

- <sub>1</sub> YES
- <sub>2</sub> NO

## CHILD-UP QUESTIONNAIRE: TEACHERS

If NO, move to the question 7.

### 6. Have you participated in training that included elements of teaching in multicultural or multilingual settings?

- <sub>1</sub> Yes, as part of my formal education.  
 <sub>2</sub> Yes, a training that was organised by my employer.  
 <sub>3</sub> Yes, by my own initiative.

### 7. Which languages do you know to use them in your professional role (as a teacher)?

Please give an estimate of your fluency in that language.

	Very good 1	Good 2	Not so good 3
7.1 A local language: _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
7.2 The language of instruction used at school: _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
7.3 Another language: _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
7.4 Another language _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**8. How would you describe your main field of current teaching?**

- <sub>1</sub> I work as a subject teacher
- <sub>2</sub> I work as a group leader
- <sub>3</sub> I work as tutoring teacher
- <sub>4</sub> I work with children/pupils with special needs

**9. We would like to understand the variety of students' background with whom you work. Please estimate the broad percentage of students who have the following characteristics.**

	None 1	1% to 10% 2	11% to 30% 3	31% to 60% 4	More than 60% 5
9.1 Students whose native language is different from the language(s) of instruction or a dialect of this/these language(s).	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.2 Low academic achievers.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.3 Students with special needs.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.4 Students with behavioral problems	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.5 Students from socio -economically disadvantaged homes.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.6 Academically gifted students.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.7 Students who are immigrants or with migrant background.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>
9.7 Students who are refugees.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>	[ ] <sub>5</sub>

Explanations.

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

'Socio -economically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.

A 'refugee' is one who is, regardless of legal status, seeking refuge to another country from war, political oppression, religious persecution, or a natural disaster.

An 'immigrant student' is one who was born outside the country.

'A student with migrant background' has parents who were both born outside the country. (Reference: TALIS, 2018)

### 10. If you think about your childhood, how well would you identify yourself belonging to next categories

Scale: 1 very well; 2 well; 3 not so well; 4 not at all

10.1	Student whose native language was different from the language(s) of instruction or a dialect of this/these language(s)	1	2	3	4
10.2	Low academic achievers	1	2	3	4
10.3	Students with special needs	1	2	3	4
10.4	Students with behavioural problems	1	2	3	4
10.5	Students from socio -economically disadvantaged homes	1	2	3	4
10.6	Academically gifted students	1	2	3	4
10.7	Students who are immigrants	1	2	3	4
10.8	Students who are refugees	1	2	3	4

### 11. How do you rate the support provided for pupils in these situations in your current school/s?

Very good      Good,      Sufficient,      Fairly poor  
1                      2                      3                      4

11.1 Students whose native language is different from the language(s) of instruction or a dialect

of this/these language(s).      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.2 Low academic achievers.      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.3 Students with special needs.      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.4 Students with behavioral problems.[ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.5 Students from socio -economically disadvantaged homes.      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.6 Academically gifted students.      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.7 Students who are immigrants or with migrant background.      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

11.8 Students who are refugees.      [ ]<sub>1</sub>                      [ ]<sub>2</sub>                      [ ]<sub>3</sub>                      [ ]<sub>4</sub>

## 12. How do you use linguistic resources in teaching?

Please mark the choice/s that best describe your situation.

- <sub>1</sub> I use only [the local language] in teaching.
- <sub>2</sub> I help the pupils in my class in their native language.
- <sub>3</sub> I help the pupils in my class in another (third) language.
- <sub>4</sub> I allow the pupils use translation to their native language when needed (e.g. digital tools, dictionary, help from peers or an assistant).
- <sub>5</sub> I use a language other than the language of instruction for interaction with pupils outside the classroom.
- <sub>6</sub> I encourage my pupils to use other languages than [the local language] in learning situations.
- <sub>7</sub> I encourage my pupils to use their native language in the playground/canteen/other common areas.
- <sub>8</sub> We use many languages in class.

Next, we would like to hear about your experience of teacher-parent communication.

**13. What is the main communication channel you use with parents?**

- A designated web portal for parent – school communication.
- Written messages or notebook carried by children.
- Face to face meetings with parent/s.
- Messages by phone or social media apps.
- General meetings or festivities at school.
- Other, which \_\_\_\_\_?

**14. How satisfied are you with teacher-parent communication, in general?**

The communication works...

- <sub>1</sub> perfectly well
- <sub>2</sub> usually well
- <sub>3</sub> sometimes well, sometimes poorly
- <sub>4</sub> usually poorly
- <sub>5</sub> always poorly

If you have experienced some problems in communication with parents, please answer question number 15

**15. What, in your experience is the main reason for barriers/ challenges in teacher-parent communication?**

- <sub>1</sub> Lack of proper communication channels
- <sub>2</sub> Lack of common language skills,
- <sub>3</sub> Lack of parental interest,
- <sub>4</sub> Parents' work load,
- <sub>5</sub> Your own limited resources and capacities
- <sub>6</sub> Other, which \_\_\_\_\_

Next, some questions concerning school integration and children's agency.

**16. How often during the last school year, you have encountered any of the following situations in your class?**

Please mark one choice in each row.

On regular basis	Often	Once or twice	Never
1	2	3	4

**16.1 A pupil facing situations and surroundings that they are not familiar with, (e.g.)**

- |   |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 16.1.1 a child who has difficulties with language of instruction.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16.1.2 a child moving from another country or other town.           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16.1.3 a child arriving to your class mid-term.                     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16.1.4 a child facing challenges in initiating contact with others. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

- 16.2... A pupil having serious troubles with schoolwork or with social relations. If you want to specify, please indicate, which \_\_\_\_\_
- |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|----------------------------|----------------------------|----------------------------|----------------------------|

**16.3..... A pupil having troubles in making their point of view understood, or expressing opinions, (e.g.)**

- |   |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 16.3.1 when having difficulties to defend their opinion.                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16.3.2 when confronted in conflict situations and telling others what is right. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16.3.3. when they are not feeling well.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16.3.4. when having personal worries.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |



**17. How did you discover the/se situation/s?**

Please mark as many choices as you have experienced.

- ]<sub>1</sub> I was contacted by a teacher.
- ]<sub>2</sub> I was contacted by the principal
- ]<sub>3</sub> I was contacted by another professional  
in school (a school nurse, interpreter, teaching assistant, a counsellor etc.)
- ]<sub>4</sub> I was contacted by someone from a professional network  
outside school (e.g. social services, or refugee camp)
- ]<sub>5</sub> I noticed the situation by myself.
- ]<sub>6</sub> The child asked my help.
- ]<sub>7</sub> Other children asked my help.
- ]<sub>8</sub> I was informed by parent/s.

**18. Who did you collaborate with to cope the/se situation/s?**

Please mark as many choices as you have experienced.

- ]<sub>1</sub> School management.
- ]<sub>2</sub> Teacher(s).
- ]<sub>3</sub> Another member of school staff. Who? \_\_\_\_\_
- ]<sub>4</sub> Parent/s.
- ]<sub>5</sub> Other pupil/s.
- ]<sub>6</sub> Professional outside school, who \_\_\_\_\_?
- ]<sub>7</sub> I handled the situation on my own.

## CHILD-UP QUESTIONNAIRE: TEACHERS

### 19. How strongly do you agree or disagree with the following sentences describing relations in your school?

Scale: 1 Totally agree; 2 Agree; 3 Disagree; 4 Totally Disagree

19.1	The pupils in my class feel close to their classmates	1	2	3	4
19.2	The pupils in my class are closer to those classmates who speak their dialect/language	1	2	3	4
19.3	The pupils in my class feel closer to those classmates, who are interested in the same things	1	2	3	4
19.4	I care about my pupils	1	2	3	4
19.5	I get along with my pupils.	1	2	3	4
19.6	The teachers in my school treat children fairly	1	2	3	4
19.7	I feel close to my colleagues.	1	2	3	4
19.8	I get along with my colleagues.	1	2	3	4

### 20. Do you have professional expertise available for supporting school activities in your school?

Please mark the choices in case you have the following professionals available for support in school.

	Belonging to the school staff	Available on request
20.1 Educators	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.2 Experts of local language teaching	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.3 Psychologists	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.4 Social workers	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.5 Interpreters/language mediators	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.6 Conflict mediators	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.7 Facilitators	[ ] <sub>1</sub>	[ ] <sub>2</sub>
20.8 Others (please specify) _____	[ ] <sub>1</sub>	[ ] <sub>2</sub>

# CHILD-UP QUESTIONNAIRE: TEACHERS

## 21. To what extent can you do the following?

	A lot	Quite a bit	To some extent	Not at all
	1	2	3	4
21.1 Cope with the challenges of a classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21.2 Adapt to the cultural diversity of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21.3 Ensure that students with and without a migrant background work together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21.4 Raise awareness for cultural differences amongst students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21.5 Reduce ethnic stereotyping amongst students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

22 As far as you know, are the following types of initiatives for L2 and native language learning enhanced in class and/or school where you work?

	Class	School	I don't know
22.1 Interpreting / Language mediation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22.2 Allocated teacher resources for L2 learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22.3 Other support for L2 learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22.4 Allocated teacher resources for learning the pupils' native/minority language/s	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

## CHILD-UP QUESTIONNAIRE: TEACHERS

**23** In your teaching activities to what extent can you do the following

		A lot	Quite a bit	To some extent	Not at all
23.1	I encourage children to make their opinion clear to adults.	1	2	3	4
23.2	I support children's initiatives that are not connected to my teaching and encourage them to realize them.	1	2	3	4
23.3	I allow children to discuss things/ questions in classroom on their own/ autonomously.	1	2	3	4
23.4	If children make autonomous proposals about initiatives/ activities, I support and coordinate them.	1	2	3	4
23.5	If children have creative, new ideas about teaching or other issues regarding to school, I support and encourage them to implement these ideas.	1	2	3	4
23.6	I allow children to question my thoughts or decisions.	1	2	3	4
23.7	I encourage children to articulate and enforce their interests.	1	2	3	4
23.8	I generally try to enhance children's activities that are not connected to my teaching.	1	2	3	4

Next, a question concerning your current feeling of satisfaction as a teacher in the areas listed below.

## CHILD-UP QUESTIONNAIRE: TEACHERS

**24** How satisfied are you, as teacher, with the below listed aspects?

	Totally agree	Agree	Disagree	Totally disagree
	1	2	3	4
I am satisfied with ...				
24.1... my occupational situation				
in general.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.2... my personal work organization.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.3... the performance requirements that I have for pupils.				
	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.4... my relations to the pupils.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.5... my relations to the parents.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.6... the reputation of teachers' work in the public.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.7... the school climate.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.8... my relations to my colleagues.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.9... the shared information in the school/s where I work.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.11... my principal's support.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>
24.12 All in all, I am satisfied with my job.	[ ] <sub>1</sub>	[ ] <sub>2</sub>	[ ] <sub>3</sub>	[ ] <sub>4</sub>

## CHILD-UP QUESTIONNAIRE: TEACHERS

**25** Finally, we would like to learn about your opinion about the living together in our society.

Please, indicate how strongly you agree or disagree with the following sentences.

		Strongly agree	Agree	Disagree	Strongly disagree
25.1	[Country] would be a better place, if members of different groups kept their own way of life alive.	1	2	3	4
25.2	People who come to [country], should change their way of life to be more like us.	1	2	3	4
25.3	If the members of different groups want to maintain their own culture, they should keep it to themselves, and not bother other people in this country.	1	2	3	4
25.4	It would be good to see, if all the groups in [country] retain their cultures.	1	2	3	4
25.5	A society, which has a variety of groups, is more able to tackle new problems as they occur.	1	2	3	4
25.6	It is best for [country] if all immigrants forget their cultural background as soon as possible.	1	2	3	4
25.7	Mingling different cultures would be the best way of managing differences.	1	2	3	4
25.8	Cultural influences and personal expressions always mingle.	1	2	3	4
25.9	Culture is not important to explain people's personal behavior.	1	2	3	4
25.11	Having many different cultural groups in [country] makes it difficult to solve problems.	1	2	3	4

Thank you for your valuable contribution!