APPENDIX A: QUESTIONNAIRES

Curriculum Stocktake:
National School Sampling Study

GENERAL QUESTIONNAIRE

This questionnaire is an opportunity for you to provide information about your experiences in implementing the NZ national curriculum. From 1993, there has been a major revision to the national curriculum, beginning with the NZ Curriculum Framework and continuing with the introduction of seven new national curriculum statements (with English and Māori versions). The Ministry of Education is now seeking the views of a large sample of teachers, the results of which will influence future policy on curriculum and lead to sharing of practices between teachers and schools.

The information you provide will be seen only by the research team; individual schools and teachers will not be identifiable in reports of the results to the Ministry of Education. However, you may choose to provide your name for possible future internet or face-to-face discussions with other teachers about teaching experiences.

The website for the project is http://research.waikato.ac.nz/c-stocktake

In the questions we have used wording from the national curriculum:

a) The *NZ Curriculum Framework* is the document published in 1993, which set out the overall policy direction for curriculum and assessment.

b) By (national) *curriculum statement* we mean one of the statements published successively since 1993, for English, Mathematics, Science, Technology, Social Studies, Health and PE, and the Arts (teachers often call these 'documents').

a) By *subject* we mean subjects taught under the umbrella of a curriculum statement (e.g. music in the Arts; health in HPE).

- The terms *strands*, *achievement objectives*, and *levels* refer to their meaning in the *NZ Curriculum Framework* (1993) and the seven national curriculum statements.

The focus of the questions is on teaching experiences with the national curriculum statements (especially in years 1-10 where they are compulsory) and so is not particularly concerned with qualifications changes such as the introduction of NCEA. There will be alternative questionnaires about Māori statements in some schools.

Professor Clive McGee
Director, Research Team
University of Waikato
INTRODUCTION

1. ___________________________ What is your position in your school? (please tick appropriate boxes)
   - Principal
   - Deputy/Assistant/Associate Principal
   - Curriculum/Syndicate Leader
   - Head of Department/Head of Faculty
   - Classroom Teacher/Subject Teacher
   - Other (please state): __________________________________________________________

2. How many years have you been teaching? (include both part-time and full-time)
   - Less than 2 years
   - 2 - 5 years
   - 6 - 10 years
   - 11 - 15 years
   - More than 15 years

3. How many years since 1993 have you been teaching? (include both part-time and full-time)
   - Less than 2 years
   - 2 - 3 years
   - 4 - 5 years
   - 6 - 7 years
   - 8 years

4. What class year level(s) do you currently teach? (please tick appropriate boxes)
   - Year 1
   - Year 2
   - Year 3
   - Year 4
   - Year 5
   - Year 6
   - Year 7
   - Year 8
   - Year 9
   - Year 10
   - Year 11
   - Year 12
   - Year 13
   - Not applicable

5. What curriculum areas/subjects do you teach? (please tick appropriate boxes)
   - Arts
   - Health & PE
   - Language(s)
   - English
   - Te reo
   - Other
   - Mathematics
   - Science
   - Social Studies
   - Technology
   - Other (please state):
NZ CURRICULUM FRAMEWORK (NZCF, 1993)

The NZ Curriculum Framework was published in 1993 as the policy guideline for the NZ national curriculum.

6. How important is the NZCF document in:
   a) Your school’s planning?
      Very important □  Important □  Not very important □  Not important at all □  Don’t know □
   b) Providing an overarching view of the curriculum?
      Very important □  Important □  Not very important □  Not important at all □  Don’t know □
   c) Providing a direction for preparing students to live and work in the 21st Century?
      Very important □  Important □  Not very important □  Not important at all □  Don’t know □

7. How is the curriculum organised in your school? (please tick appropriate boxes)
   □ Around the essential learning areas (e.g., with faculties, departments, syndicates)
   □ Around the essential skills
   □ Around school/faculty/departments/syndicate plans
   □ Around specific subjects
   □ Other (please state): __________________________________________________________

NATIONAL CURRICULUM STATEMENTS AND OTHER CURRICULUM DOCUMENTS

We would now like to hear about your general reactions to the curriculum statements you teach from.

8. How useful have you found the curriculum statements in terms of how they set out or specify the curriculum for:
   a) Planning your classroom programme?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   b) Gaining an overview of the progression of key ideas (knowledge, skills, attitudes)?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   c) Developing (specific) learning outcomes based on the achievement objectives?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   d) Assessing student achievement and progress?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   e) Communicating student achievement within the school?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   f) Achieving consistent understanding of the curriculum levels within your school?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   g) Reporting student achievement to parents and caregivers?
      Very useful □  Useful □  Sometimes useful/Sometimes not □  Not at all useful □  Don’t know □
   h) Meeting the needs of Māori students?
Very useful □ Useful □ Sometimes useful/Sometimes not □ Not at all useful □ Don’t know □

i) Meeting the needs of Pacific students?
Very useful □ Useful □ Sometimes useful/Sometimes not □ Not at all useful □ Don’t know □

Do you have any further comments on the ways the curriculum statements set out the curriculum?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
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____________________________________________________________________________________________________

9. Have you used any of Nga Marautanga/Māori curriculum statements (Pāngarau, Pūtaiao, etc.) in your teaching?
Yes □ No □
If yes, please comment on how accessible you find them?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
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____________________________________________________________________________________________________
CURRICULUM INTEGRATION

We want to know whether you integrate any of the essential learning areas/subjects and if so, what helps or hinders integration.

10. How integrated is your teaching of the curriculum areas you teach?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mostly separated</th>
<th>Sometimes separated</th>
<th>Mostly integrated</th>
<th>Always integrated</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
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<td>Health &amp; PE</td>
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<td>Mathematics</td>
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<td>Social Studies</td>
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<td>Technology</td>
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<td>Other:</td>
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</table>

11. How does the structure of the national curriculum statements help or hinder integration?

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____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

ASSESSMENT, ACHIEVEMENT, PROGRESS, REPORTING AND REVIEW

12. What has influenced your assessment practices in the last few years? (please tick appropriate boxes)

- ☐ The focus on achievement objectives in the curriculum statements
- ☐ Professional development
- ☐ Changes in national assessment policy
- ☐ Changes to qualifications
- ☐ Schoolwide assessment and self-review
- ☐ External review/evaluation (eg. ERO)
- ☐ Availability of new tools/materials
- ☐ Syndicate/school policies
- ☐ Other (please state): ____________________________________________________________

13. How much has your teaching from the curriculum statements resulted in improved achievement for:

a) All students?

- A lot ☐  
- A moderate amount ☐  
- A marginal amount ☐  
- Not noticeably ☐
b) Māori students?
A lot □ A moderate amount □ A marginal amount □ Not noticeably □ I don't teach □

Māori students

c) Pacific students?
A lot □ A moderate amount □ A marginal amount □ Not noticeably □ I don't teach □

Pacific students

14. Comment on how your teaching based on the curriculum statements has impacted upon your students’ achievement:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

15. Have curriculum changes influenced how you report student progress and achievement to parents/caregivers?
Yes □ No □ Don’t know □

If yes, how? ________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

16. How have each of the following processes influenced decisions about what and how you teach?

a) school self review
A lot □ A moderate amount □ A marginal amount □ Not noticeably □ Not applicable □

b) external review/evaluation (from outside the school, eg. ERO)
A lot □ A moderate amount □ A marginal amount □ Not noticeably □ Not applicable □
17. Please explain how school self-review and/or external evaluation have had an impact on your teaching or assessment practices.

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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CURRICULUM IMPLEMENTATION AND MANAGEABILITY

18. How easy has it been for you to use the curriculum statements you teach from?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Very easy</th>
<th>Easy</th>
<th>Sometimes easy</th>
<th>Difficult</th>
<th>Very Difficult</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
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Please comment on the easiest and most difficult. Why is this? __________________________________________________

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____________________________________________________________________________________________________

19. To what extent is the curriculum flexible enough to allow you to plan for and meet individual students’ needs and interests?

<table>
<thead>
<tr>
<th>Extent</th>
<th>A lot</th>
<th>Some</th>
<th>Little</th>
<th>None</th>
<th>Don’t know</th>
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Comment why this is so: ____________________________________________________________

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____________________________________________________________________________________________________
20. How much influence do parents of your students, and your school community have on what you teach in your school?

A lot  ☐    Some  ☐    Little  ☐    None  ☐    Don’t know  ☐

Comment: ________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

21. From your experience in implementing the curriculum, how long does it take you to feel confident with the planning, teaching, and assessing aspects of a new national curriculum statement?

Less than 1 year  ☐    1 - 2 years  ☐    2 - 3 years  ☐    3 - 4 years  ☐    More than 4 years  ☐    Don’t know  ☐

22. How do you rate your own content knowledge for the curriculum statements you teach from?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Good</th>
<th>Satisfactory</th>
<th>I need more</th>
<th>Not sure</th>
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<td>Arts</td>
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Comment: ________________________________________________________________

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__________________________________________________________________________
23. Teachers have reported that new curriculum requirements (such as in the National Education Guidelines) have had varying impacts on their work. How strong is the impact of each of the following on your work?

a) Administration (keeping records):
   - High impact [ ]
   - Medium impact [ ]
   - Low impact [ ]
   - No impact [ ]

b) External review (eg. ERO):
   - High impact [ ]
   - Medium impact [ ]
   - Low impact [ ]
   - No impact [ ]

c) Assessment/reporting:
   - High impact [ ]
   - Medium impact [ ]
   - Low impact [ ]
   - No impact [ ]

d) Written planning:
   - High impact [ ]
   - Medium impact [ ]
   - Low impact [ ]
   - No impact [ ]

e) NCEA changes (secondary teachers only):
   - High impact [ ]
   - Medium impact [ ]
   - Low impact [ ]
   - No impact [ ]

Comment: ____________________________________________________________________________________________
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CURRICULUM SUPPORT AND RESOURCES

24. What sources of curriculum support have been effective for your teaching of the NZ curriculum? (please tick appropriate boxes)

- Advisers [ ]
- Principals [ ]
- Teachers in other schools [ ]
- Other teachers in the school [ ]
- Trustees [ ]
- Books and journals [ ]
- Subject association [ ]
- ERO [ ]
- Research findings [ ]
- Parents [ ]
- MOE [ ]
- Teacher PD programmes (including MoE contracts) [ ]
- Community contacts [ ]
- NZEI [ ]
- Private consultant(s) or firm [ ]
- University/college lecturers [ ]
- PPTA [ ]
- Supplementary booklets for statements [ ]
- Other (please state): __________________________________________________________
25. How much further professional development do you think you need in the curriculum areas you teach?

<table>
<thead>
<tr>
<th>Subject</th>
<th>A lot</th>
<th>Some</th>
<th>Not sure</th>
<th>No more</th>
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<tbody>
<tr>
<td>Arts</td>
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26. In terms of professional development to enhance your teaching in the future, please list your top three priorities (in priority order).

1. _________________________________________________________________________________________

2. _________________________________________________________________________________________

3. _________________________________________________________________________________________

27. What professional development (e.g., whole school, targeted to your specific needs, action research) do you find most effective in helping your teaching?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

DIVERSITY

28. Does the NZ curriculum in its current form cater for the diversity of the student population?

Yes [ ] No [ ] Don’t know [ ]

If no, how should the curriculum change to better cater for diversity?
____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________
SEEKING EFFECTIVE PRACTICE EXAMPLES

29. We would like to hear about any successes you have had in teaching any of the curriculum areas. Please briefly describe any examples of classroom approaches you have used that have led to improvements in student learning:

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30. Is there anything not already covered that you would like to add?

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____________________________________________________________________________________________________

If you would be prepared to share these experiences in more detail and would be happy to be contacted by the research team, please add your name and email address:

Name: ______________________________ Email: _____________________________

Thank you very much for your co-operation.

Please place this survey in the envelope provided and return to the person who distributed it to you.
MATHEMATICS QUESTIONNAIRE

This questionnaire is an opportunity for you to provide information about your experiences in implementing the Mathematics in the New Zealand Curriculum (MiNZC) statement. The Ministry of Education is now seeking the views of a large sample of teachers, the results of which will influence future policy on curriculum and lead to sharing of practices between teachers and schools.

The information you provide will be seen only by the research team; individual schools and teachers will not be identifiable in reports of the results to the Ministry of Education. However, you may choose to provide your name for possible future internet or face-to-face discussions with other teachers about teaching experiences.

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In the questions we have used wording taken from the national curriculum:

e) The NZ Curriculum Framework is the document published in 1993, which set out the overall policy direction for curriculum and assessment.

d) By mathematics curriculum statement we mean the statement released by the Ministry of Education called Mathematics in the New Zealand Curriculum (teachers often call this ‘MiNZC’ or ‘the burgundy document’).

b) By subject we mean subjects taught under the umbrella of a curriculum statement (e.g. music in the Arts; health in HPE).

- The terms strands, achievement objectives, and levels refer to their meaning in the NZ Curriculum Framework (1993) and the seven national curriculum statements.

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Professor Clive McGee
Director, Research Team
University of Waikato
INTRODUCTION

1. ___________________________ What is your position in your school? *(please tick appropriate boxes)*
   - [ ] Principal
   - [ ] Deputy/Assistant/Associate Principal
   - [ ] Curriculum/Syndicate Leader
   - [ ] Head of Department/Head of Faculty
   - [ ] Classroom Teacher/Subject Teacher
   - [ ] Other *(please state)*: __________________________________________________________

2. Do you have a leadership position in mathematics?
   - [ ] Yes
   - [ ] No
   If yes, what? ______________________________________________________________________

3. How many years have you been teaching? *(include both part-time and full-time)*
   - [ ] Less than 2 years
   - [ ] 2 - 5 years
   - [ ] 6 - 10 years
   - [ ] 11 - 15 years
   - [ ] More than 15 years

4. How many years since 1993 have you been teaching? *(include both part-time and full-time)*
   - [ ] Less than 2 years
   - [ ] 2 - 3 years
   - [ ] 4 - 5 years
   - [ ] 6 - 7 years
   - [ ] 8 years

5. How many years have you been teaching mathematics? *(include both part-time and full-time)*
   - [ ] Less than 2 years
   - [ ] 2 - 5 years
   - [ ] 6 - 10 years
   - [ ] 11 - 15 years
   - [ ] More than 15 years

6. What class year level(s) do you currently teach? *(please tick appropriate boxes)*
   - [ ] Year 1
   - [ ] Year 2
   - [ ] Year 3
   - [ ] Year 4
   - [ ] Year 5
   - [ ] Year 6
   - [ ] Year 7
   - [ ] Year 8
   - [ ] Year 9
   - [ ] Year 10
   - [ ] Year 11
   - [ ] Year 12
   - [ ] Year 13
   - [ ] Not applicable
IMPACT OF CURRICULUM STRUCTURE AND ASSESSMENT AND COMPLIANCE PRACTICES ON TEACHING AND LEARNING (the curriculum in practice)

We are interested in how you have responded to the way mathematics as an area of learning is structured by the New Zealand Curriculum Framework and the mathematics national curriculum statement, Mathematics in the New Zealand Curriculum. (MiNZC or the burgundy document)

7. How user-friendly have you found the mathematics curriculum statement?
   - Very user-friendly □
   - User-friendly □
   - User-friendly in some ways □
   - Not user-friendly □

8. In your teaching of mathematics, to what extent has the mathematics curriculum statement with its strands, levels, achievement objectives, learning experiences, etc assisted you in:

   a) planning your classroom programme?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   b) gaining an overview of the progression of key mathematical ideas?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   c) developing (specific) learning outcomes?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   d) achieving consistent understanding of the curriculum levels within your school?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   e) planning for assessment?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   f) meeting the needs of Māori students in your classroom/school?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   g) communicating student achievement to other teachers within your school?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   h) reporting student achievement to parents and caregivers?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □

   i) communicating student achievement to teachers at other schools?
      - Always □
      - Sometimes □
      - Not very often □
      - Rarely □
      - Don’t know □
9. Do you have any further comments on the impact of the content or structure of the mathematics curriculum statement?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
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____________________________________________________________________________________________________

10. Would you make any changes to the structure/organisation of the mathematics curriculum statement?
    Yes ☐ No ☐ Don’t know ☐

    If yes, what? ________________________________________________________________
____________________________________________________________________________________________________

11. Would you make any changes to the content of the mathematics curriculum statement?
    Yes ☐ No ☐ Don’t know ☐

    If yes, what? ________________________________________________________________
____________________________________________________________________________________________________

STRANDS

12. How do you ensure coverage of the six strands in the mathematics curriculum statement? (For example, do you teach each strand each year/term, do you teach the strands in an integrated way?)
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

13. The Mathematical Processes strand is:
    ☐ not specifically addressed in my programme.
    ☐ taught as a separate topic in my programme.
    ☐ woven within other strands in my programme.
    ☐ Other (please state): ________________________________________________________________
ACHIEVEMENT OBJECTIVES

14. Generally speaking, the mathematics achievement objectives are:
- Far too broad □
- Too broad □
- About right □
- Too specific □
- Sometimes too specific □
- Sometimes too broad □

CURRICULUM RESOURCING AND SUPPORT

15. Which of the following Ministry of Education resources have you used to support your teaching of mathematics? (please tick appropriate boxes)
- □ Beginning School Mathematics
- □ Development Band Mathematics
- □ Implementing Mathematical Processes in Mathematics in the New Zealand Curriculum
- □ Implementing Mathematical Programmes
- □ Problem Solving in Mathematics: Years 1-8 (comes with CD)
- □ nzmaths website
- □ School Journal
- □ The series Figure It Out
- □ TKI website
- □ Other Ministry of Education publications (please state): __________________________________________

In what ways have you found these resources helpful?
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

16. Are there any other support materials you have found to be particularly helpful?
   a) _________________________________________________________________________________________
   b) _________________________________________________________________________________________
   c) _________________________________________________________________________________________
   d) _________________________________________________________________________________________

In what ways have you found these support materials helpful? __________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
17. What other support materials would you like to assist you with teaching mathematics?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

PROFESSIONAL DEVELOPMENT

18. In what ways has professional development helped/not helped you in your teaching of mathematics?
It helped because ____________________________________________________________
____________________________________________________________________________________________________
It did not help because ____________________________________________________________
____________________________________________________________________________________________________
☐ I have had no professional development in mathematics.

19. What sources of professional development have been very useful for your teaching of mathematics? (please tick appropriate boxes)
☐ Advisors (including Pangarau advisors) ☐ Books and journals
☐ Community contacts ☐ Early/Advanced numeracy project facilitators
☐ Local/national mathematics teachers' associations ☐ Ministry of Education contractors
☐ Other teachers in the school ☐ Parents/Trustees
☐ Principal ☐ Private firms
☐ Teachers in other schools ☐ University or College of Education lecturers
☐ Other (please state): ____________________________________________________________
☐ I have had no professional development in mathematics

20. If you have had any professional development in mathematics, do you consider that it provided adequate support for you to improve the achievement of Māori students in your classroom/school?
Yes ☐ No ☐ Not applicable (I don’t teach any Māori students) ☐ Don’t know ☐
Comment ____________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
21. In what aspects of mathematics would you most like to receive professional development to support your teaching of mathematics?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

CURRICULUM IMPLEMENTATION

22. Please indicate your degree of confidence in teaching mathematics:

High ☐ Medium ☐ Low ☐ Don’t know ☐

23. If you feel confident, which of the following have contributed to your confidence in using the mathematics achievement objectives (please tick appropriate boxes)

☐ My knowledge of mathematics
☐ My teaching experience
☐ My professional development in mathematics
☐ My school has translated the achievement objectives into specific learning outcomes
☐ My school has translated the achievement objectives into a school scheme
☐ My school works directly from the achievement objectives
☐ Other (please state): ________________________________________________________________________

24. Please tick which of the essential skills (from the National Curriculum Framework) you emphasise in your teaching of mathematics. Put two ticks beside those which you emphasise the most:

☐ Communication Skills
☐ Information Skills
☐ Numeracy Skills
☐ Physical Skills
☐ Problem-solving Skills
☐ Self-management and Competitive Skills
☐ Social and Co-operative Skills
☐ Work and Study Skills
25. A problem solving approach to teaching and learning mathematics is recommended in the Mathematics in New Zealand Curriculum statement. Do you use a problem solving approach to teaching and learning in your mathematics programme(s)?

Yes [ ] No [ ] Don’t know [ ]

If yes, please describe an example of how you have used a problem solving approach to teaching and learning in mathematics in your classroom programme:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

If no, please comment on the reasons:
____________________________________________________________________________________________________

26. There is a comment in Mathematics in New Zealand Curriculum about catering for individual needs. What, if any, issues have arisen for you in providing adequate and appropriate mathematics education experiences for different groups of students?

Girls __________________________________________
____________________________________________________________________________________________________

Boys __________________________________________
____________________________________________________________________________________________________

Māori _______________________________________
____________________________________________________________________________________________________

Pacific ______________________________________
____________________________________________________________________________________________________

ESOL _______________________________________
____________________________________________________________________________________________________

Gifted and talented __________________________
____________________________________________________________________________________________________

Students with disabilities _____________________
____________________________________________________________________________________________________

Other individual needs (please specify) ______________________________________
____________________________________________________________________________________________________
27. There is a comment in *Mathematics in New Zealand Curriculum* about the use of resources including apparatus, text books and technology. Please indicate how often you use the following resources.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Used often</th>
<th>Used sometimes</th>
<th>Used rarely</th>
<th>Not used at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparatus</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Calculators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer software (eg. spreadsheets)</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Graphics calculators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopiable worksheets</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

28. In your experience, what has been the impact on student learning of using resources such as those listed above?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

29. How do you assess student learning in mathematics? *(please tick one box for each category)*

<table>
<thead>
<tr>
<th>Assessment Resource Banks</th>
<th>Mostly</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Investigations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>NEMP tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Numeracy Project diagnostic interview</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Peer assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Practical tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Pre-tests/post-tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Self assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Other *(please state)*: ______________________________________________________

30. a) In your school is student achievement in mathematics being reported on:

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) to the community?</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ii) to parents?</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>iii) from teacher to teacher?</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

b) Is the reporting being done in relation to:

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) achievement objectives?</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>ii) levels?</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>iii) other? (e.g., specific units; <em>please state)</em>:</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
31. What issues have arisen for you in assessing and reporting on student progress and achievement in mathematics?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

32. What has been the influence of school self-review on your teaching of mathematics?

Very positive □  Positive □  Not very positive □  Not at all positive □  Don’t know □

Please explain __________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

33. What has been the influence of external review/evaluation (eg. ERO) on the implementation of the mathematics curriculum statement in your school?

Very positive □  Positive □  Not very positive □  Not at all positive □  Don’t know □

Please explain __________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

34. Do you teach mathematics in an integrated way?

Yes □  No □  Not applicable □

If yes, please give an example of how you integrate mathematics into other subject areas ________________________________________________________________
____________________________________________________________________________________________________

35. What are the three major challenges you have faced in implementing the mathematics curriculum? (please give some examples, including ways these have been addressed)

a) _________________________________________________________________________________________
_________________________________________________________________________________________

b) _________________________________________________________________________________________
_________________________________________________________________________________________

c) _________________________________________________________________________________________
_________________________________________________________________________________________

36. What teaching approaches would you say have been very effective in improving your students' learning in mathematics?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
37. Is there anything not already covered that you would like to add?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

If you would be prepared to share these experiences in more detail and would be happy to be contacted by the research team, please add your name and email address:

Name: ______________________________ Email: _____________________________

Thank you very much for your co-operation.

Please place this survey in the envelope provided and return to the person who distributed it to you.
This questionnaire is an opportunity for you to provide information about your experiences in implementing the Technology in the New Zealand Curriculum statement. The Ministry of Education is now seeking the views of a large sample of teachers, the results of which will influence future policy on curriculum and lead to sharing of practices between teachers and schools.

The information you provide will be seen only by the research team; individual schools and teachers will not be identifiable in reports of the results to the Ministry of Education. However, you may choose to provide your name for possible future internet or face-to-face discussions with other teachers about teaching experiences.

The website for the project is http://research.waikato.ac.nz/c-stocktake

In the questions we have used wording taken from the national curriculum:

e) The NZ Curriculum Framework is the document published in 1993, which set out the overall policy direction for curriculum and assessment.

f) By technology curriculum statement we mean the statement released by the Ministry of Education called Technology in the New Zealand Curriculum (teachers often call this ‘the document’ or ‘the brown document’).

c) By subject we mean subjects taught under the umbrella of a curriculum statement (e.g. music in the Arts; health in HPE).

- The terms strands, achievement objectives, and levels refer to their meaning in the NZ Curriculum Framework (1993) and the seven national curriculum statements.

The focus of the questions is on teaching experiences with the technology curriculum statement (especially in years 1-10 where it is compulsory) and so is not particularly concerned with qualifications changes such as the introduction of NCEA. There will be alternative questionnaires about Māori statements in some schools.

Professor Clive McGee
Director, Research Team
University of Waikato
INTRODUCTION

1. **What is your position in your school? (please tick appropriate boxes)**
   - Principal [ ]
   - Deputy/Assistant/Associate Principal [ ]
   - Curriculum/Syndicate Leader [ ]
   - Head of Department/Head of Faculty [ ]
   - Classroom Teacher/Subject Teacher [ ]
   - Other (please state): __________________________________________________________

2. **Do you have a leadership position in technology?**
   - Yes [ ]
   - No [ ]
   ____________________________________________ If yes, what? ______________________

3. **How many years have you been teaching? (include both part-time and full-time)**
   - Less than 2 years [ ]
   - 2 - 5 years [ ]
   - 6 - 10 years [ ]
   - 11 - 15 years [ ]
   - More than 15 years [ ]

4. **How many years since 1993 have you been teaching? (include both part-time and full-time)**
   - Less than 2 years [ ]
   - 2 - 3 years [ ]
   - 4 - 5 years [ ]
   - 6 - 7 years [ ]
   - 8 years [ ]

5. **How many years have you been teaching technology? (include both part-time and full-time)**
   - Less than 2 years [ ]
   - 2 - 5 years [ ]
   - 6 - 10 years [ ]
   - 11 - 15 years [ ]
   - More than 15 years [ ]

6. **What class year level(s) do you currently teach? (please tick appropriate boxes)**
   - Year 1 [ ]
   - Year 2 [ ]
   - Year 3 [ ]
   - Year 4 [ ]
   - Year 5 [ ]
   - Year 6 [ ]
   - Year 7 [ ]
   - Year 8 [ ]
   - Year 9 [ ]
   - Year 10 [ ]
   - Year 11 [ ]
   - Year 12 [ ]
   - Year 13 [ ]
   - Not applicable [ ]

7. **What technological areas are taught in your school? (NB. not necessarily taught separately); (please tick appropriate boxes)**
   - Biotechnology [ ]
   - Electronics and Control Technology [ ]
   - Food Technology [ ]
   - Information and Control Technology [ ]
   - Materials Technology [ ]
   - Production and Process Technology [ ]
   - Structures and Mechanisms [ ]
   - Other (please state): ________________________________

8. **What technological areas do you teach? (please tick appropriate boxes)**
   - Biotechnology [ ]
   - Electronics and Control Technology [ ]
   - Food Technology [ ]
   - Information and Control Technology [ ]
   - Materials Technology [ ]
   - Production and Process Technology [ ]
   - Structures and Mechanisms [ ]
   - Other (please state): ________________________________

9. **What are the three major challenges you have faced in implementing the technology curriculum? (please give some examples, including ways these have been addressed)**
a) _________________________________________________________________________________________

b) _________________________________________________________________________________________

c) _________________________________________________________________________________________

10. Please indicate your degree of confidence in teaching technology:

<table>
<thead>
<tr>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you feel confident teaching technology, what has contributed to this? (please tick appropriate boxes)

- [ ] My knowledge of technology generally
- [ ] My specific technological knowledge
- [ ] My teaching experience
- [ ] My school has translated the achievement objectives into specific learning outcomes
- [ ] My school has translated the achievement objectives into a school scheme
- [ ] My school works directly from the achievement objectives
- [ ] My professional development in technology
- [ ] Other (please state): __________________________________________________________

IMPACT OF CURRICULUM STRUCTURE AND ASSESSMENT AND COMPLIANCE PRACTICES ON TEACHING AND LEARNING (the curriculum in practice)

TECHNOLOGICAL AREAS

11. How easy is it for you to provide students with technological experiences in the following areas? (please tick appropriate boxes)

<table>
<thead>
<tr>
<th></th>
<th>Easy</th>
<th>Sometimes easy</th>
<th>Difficult</th>
<th>Not applicable – I do not teach in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics and Control Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and Control Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production and Process Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structures and Mechanisms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1  | 2  | 3  | 4  | 99 |
12. What factors are behind your responses in Q11? (please tick appropriate boxes)

☐ Amount of teacher knowledge
☐ Facilities
☐ Other resources
☐ Interests of teachers
☐ Interests of students
☐ Parental expectations
☐ Other (please state): __________________________________________________________

13. How does your school ensure that all students receive adequate coverage of the technological areas?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________


14. How user-friendly have you found the technology curriculum statement?
    Very user-friendly ☐    User-friendly ☐    User-friendly in some ways ☐    Not user-friendly ☐

15. Would you make any changes to the structure/organisation of the technology curriculum statement?
    Yes ☐    No ☐    Don’t know ☐
    If yes, what? __________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________

16. Would you make any changes to the content of the technology curriculum statement?
    Yes ☐    No ☐    Don’t know ☐
    If yes, what? __________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
    ______________________________________________________________________
ESSENTIAL SKILLS

17. Tick which of the essential skills you emphasise in your teaching of technology. Put two ticks beside those which you emphasise the most.

☐ Communication Skills
☐ Numeracy Skills
☐ Information Skills
☐ Problem-solving Skills
☐ Self-management and Competitive Skills
☐ Social and Co-operative Skills
☐ Physical Skills
☐ Work and Study Skills

LEVELS AND ACHIEVEMENT OBJECTIVES

18. In your teaching of technology, to what extent has the technology curriculum statement with its technological areas, strands, achievement objectives, levels etc assisted you in:

a) Planning your classroom programme?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

b) Gaining an overview of the progression of key technological ideas?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

c) Achieving consistent understanding of the curriculum levels within your school?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

d) Assessing student achievement?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

e) Meeting the needs of Māori students in your classroom?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

f) Communicating student achievement within the school?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

g) Reporting student achievement to parents and caregivers?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

h) Communicating student achievement to teachers at other schools?
   Always ☐ Sometimes ☐ Not very often ☐ Rarely ☐ Don’t know ☐

ACHIEVEMENT OBJECTIVES

19. Generally speaking, the technology achievement objectives are:
   Far too broad ☐ Too broad ☐ About right ☐ Too specific ☐ Some too broad, ☐ some too specific
STRANDS

20. In my technology units I:

- [ ] usually combine all 3 strands
- [ ] address objectives from all 3 strands
- [ ] combine objectives from 2 strands
- [ ] usually teach to the strands separately
- [ ] sometimes combine strands/sometimes teach aspects separately
- [ ] Other (please state): __________________________________________________________

21. Overall I give:

- [ ] more or less equal emphasis to each strand
- [ ] more emphasis to Strand A – Technological Knowledge and Understanding
- [ ] more emphasis to Strand B – Technological Capability
- [ ] more emphasis to Strand C – Technology and Society

ASSESSMENT AND REPORTING

22. a) In your school is student achievement in technology being reported:

i) to the community? [ ] Yes [ ] No

ii) to parents? [ ] Yes [ ] No

iii) from teacher to teacher? [ ] Yes [ ] No

b) Is the reporting being done in relation to:

i) achievement objectives? [ ] Yes [ ] No

ii) levels? [ ] Yes [ ] No

iii) other? (e.g., specific units; please state): __________________________________________

23. How do you assess student learning in technology? (please tick one box for each category)

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Mostly</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tests/post-tests</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Products</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Practical tasks</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Self assessment</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Observation</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Interviews</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Assessment bank</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>NEMP tasks</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>School exemplars</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other (please state)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

1 2 3 4 5
24. **What do you assess in technology?** *(please tick appropriate boxes)*

- [ ] The ways that students are meeting achievement objectives
- [ ] The specific learning outcomes
- [ ] The whole task
- [ ] Individual components of the task
- [ ] All objectives in your planning
- [ ] Selected objectives across the strands
- [ ] Technological processes
- [ ] Students’ achievement over time (progression)
- [ ] Students’ developing knowledge and understanding
- [ ] Specific technology-related skills
- [ ] The essential skills
- [ ] Other *(please state)*: __________________________________________________________

25. What issues have arisen for you in assessing and reporting on student progress and achievement in technology?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**CURRICULUM RESOURCING AND SUPPORT**

**SUPPORT MATERIALS**

26. Which of the following Ministry of Education publications have you used to support your teaching of technology? *(please tick appropriate boxes)*

- [ ] Implementing Technology in NZ Schools, Years 1-8
- [ ] Towards Teaching Technology (Know How 2) Books 1 and 2

Classroom Practice in Years 1-8:
- [ ] Materials Technology
- [ ] Information and Communication Technology
- [ ] Structures and Mechanisms
- [ ] Biotechnology
- [ ] Electronics and Control Technology
- [ ] Production and Process Technology
- [ ] Food Technology
- [ ] Design and Graphics

In what ways have you found these publications helpful? __________________________________________________________
______________________________________________________________________________
27. Have you used any of the Delta Booklets to support your teaching of technology?
   Yes ☐  No ☐  Don’t know ☐
   If yes, in what ways have you found these booklets helpful?
   __________________________________________________________________________
   __________________________________________________________________________

28. Have you used any of the KnowHow/KnowHow2 tapes to support your teaching of technology?
   Yes ☐  No ☐  Don’t know ☐
   If yes, in what ways have you found these tapes helpful?
   __________________________________________________________________________
   __________________________________________________________________________

29. Are there any other support materials you have found to be particularly helpful (e.g. videos, websites, books)?
   Yes ☐  If yes please list  No ☐
   a) _______________________________________________________________________
   b) _______________________________________________________________________
   c) _______________________________________________________________________
   d) _______________________________________________________________________
   In what ways have you found these support materials helpful?
   __________________________________________________________________________
   __________________________________________________________________________

30. What other support materials would you like to assist you with teaching technology?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

PROFESSIONAL DEVELOPMENT

31. Please indicate if you have received any professional development in technology
   Yes ☐  No ☐  Don’t know ☐
   If you answered No, please skip to question 35.
32. What sources of professional development have been very useful for your teaching of technology? *(please tick appropriate boxes)*

- [ ] Principals
- [ ] Advisors
- [ ] TENZ
- [ ] Parents/Trustees
- [ ] IPENZ – neighbourhood engineers
- [ ] Private firms
- [ ] Other teachers in the school
- [ ] Books and journals
- [ ] Teachers in other schools
- [ ] Community contacts
- [ ] University or College of Education lecturers
- [ ] Other *(please state)*: __________________________

33. In what ways has professional development helped/not helped you in your teaching of technology?

It helped because ________________________________________________________________

__________________________________________________________________________________

It did not help because ______________________________________________________________

__________________________________________________________________________________

34. Do you consider that the professional development you have received in technology has provided adequate support for you to improve the achievement of Māori students?

Yes [ ] No [ ] Not applicable (I don’t teach any Māori students) [ ] Don’t know [ ]

Comment ________________________________________________________________

__________________________________________________________________________________

35. In what aspects of technology would you most like to receive professional development to support your teaching of technology?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

FUNDING

36. How well funded is the technology curriculum within your school?

- [ ] Well funded
- [ ] Adequately funded
- [ ] Inadequately funded
- [ ] Not funded
- [ ] Don’t know

37. What have been the funding priorities for technology education in your school? *(please tick appropriate boxes)*

- [ ] Professional development
- [ ] Support materials
- [ ] Facilities
- [ ] Equipment (not ICT)
- [ ] Increased staffing
- [ ] Bringing in ‘experts’
- [ ] ICT (for technology education as opposed to general curriculum use)
- [ ] Other *(please state)*: __________________________
OVERVIEW OF CURRICULUM IMPLEMENTATION

INCLUSIVENESS

38. Do all students (excluding years 11 - 13) in your school study technology?
   Yes [ ] No [ ] Don’t know [ ]

If not, why not?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

39. Do you think that the technology curriculum should be compulsory for all students to the end of year 10?
   Yes [ ] No [ ] Don’t know [ ]

Please give reasons
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

40. What, if any, issues have arisen for you in providing adequate and appropriate technology education experiences for different groups of students?
   Girls
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Boys
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Māori
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Pacific
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   ESOL
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Gifted and talented
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Students with disabilities
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Other individual needs (please specify)
   ___________________________________________________________________________________
   ___________________________________________________________________________________
SCHOOL IMPLEMENTATION

41. **How has your school implemented the technology curriculum?** *(please tick appropriate boxes)*
   - [ ] As a new subject with its own timetable slots
   - [ ] In blocks/modules
   - [ ] As a stand alone subject, but with teachers with various backgrounds planning and delivering different parts, eg, the science teacher teaches the electronics part of a unit
   - [ ] Integrated into other learning areas: *(please tick relevant boxes below)*
     - [ ] Language and Languages
     - [ ] Science
     - [ ] The Arts
     - [ ] Home Economics – Food and Fabric
     - [ ] Te Reo Mäori
     - [ ] Other *(please state):* ___________________________

42. **Has your school changed the way technology is being implemented since it was first introduced?**
   - [ ] Yes
   - [ ] No
   - [ ] Don’t know
   - **If yes, what have the changes involved?**
     ______________________________________________________________________
     ______________________________________________________________________
     ______________________________________________________________________
   - **And why were these changes made?**
     ______________________________________________________________________
     ______________________________________________________________________
     ______________________________________________________________________

43. **What has been the influence of school self-review on the implementation of the technology curriculum statement in your school?**
   - [ ] Very positive
   - [ ] Positive
   - [ ] Not very positive
   - [ ] Not at all positive
   - [ ] Don’t know
   - **Please explain**
     ______________________________________________________________________
     ______________________________________________________________________
     ______________________________________________________________________

44. **What has been the influence of external review/evaluation (eg. ERO) on the implementation of the technology curriculum statement in your school?**
   - [ ] Very positive
   - [ ] Positive
   - [ ] Not very positive
   - [ ] Not at all positive
   - [ ] Don’t know
   - **Please explain**
     ______________________________________________________________________
     ______________________________________________________________________
CLASSROOM IMPLEMENTATION

45. What specific strategies have been successful in your teaching of technology?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

46. How often do your students work on?

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group/team projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher directed projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>self selected projects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47. To what extent have your students been able to work with people from the community who have technological expertise?

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>at their place of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on field trips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>visits to your classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48. How much scope is there for you to make your own decisions and adaptations when implementing the technology curriculum statement?

<table>
<thead>
<tr>
<th></th>
<th>Considerable</th>
<th>Sufficient</th>
<th>None at all</th>
</tr>
</thead>
</table>

49. How much has your teaching changed as a result of the technology curriculum statement?

<table>
<thead>
<tr>
<th></th>
<th>Considerable</th>
<th>Sufficient</th>
<th>None at all</th>
</tr>
</thead>
</table>

Please comment on why this is the case. (Explain how you have adapted your teaching in using the technology document):
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
50. What teaching approaches in technology have been effective in improving student learning in your class?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

51. Do you feel happy about the way you are implementing the technology curriculum?

Yes [ ]

No [ ]

Don’t know [ ]

If yes, why? ____________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

If no, how do you plan to change your implementation? ____________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

52. Is there anything not already covered that you would like to add?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

If you would be prepared to share these experiences in more detail and would be happy to be contacted by the research team, please add your name and email address:

Name: ______________________________ Email: _____________________________

Thank you very much for your co-operation.

Please place this survey in the envelope provided and return to the person who distributed it to you.