

## 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

1

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

1

2

**9. Have you used any of Nga Marautanga/Māori curriculum statements (Pāngarau, Pūtaiao, etc.) in your teaching?**

Yes

No

1

If yes, please comment on how accessible you find them? \_\_\_\_\_

1

## 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?

	Mostly separated	Sometimes separated	Mostly integrated	Always integrated	Not applicable		
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Health & PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	99
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
							5

### 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:**

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**15. Have curriculum changes influenced how you report student progress and achievement to parents/caregivers?**

Yes                       No                       Don't know

If yes, how? \_\_\_\_\_

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**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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1  
2  
1  
2

**CURRICULUM IMPLEMENTATION AND MANAGEABILITY**

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

	Very easy	Easy	Sometimes easy sometimes difficult	Difficult	Very Difficult	Not applicable			
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	5
Health & PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6	9
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	5
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6	9
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
Other:								4	5
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	5
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3

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6  
1  
2  
4  
6  
2

Please comment on the easiest and most difficult. Why is this? \_\_\_\_\_

1  
2  
1  
2

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

A lot       Some       Little       None       Don't know

1

Comment why this is so: \_\_\_\_\_

2  
1  
2

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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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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?**

	Good	Satisfactory	I need more	Not sure		
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Health & PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Other:						99
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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

1

**b) External review (eg. ERO):**

High impact       Medium impact       Low impact       No impact

1

**c) Assessment/reporting:**

High impact       Medium impact       Low impact       No impact

1

**d) Written planning:**

High impact       Medium impact       Low impact       No impact

1

**e) NCEA changes (secondary teachers only):**

High impact       Medium impact       Low impact       No impact

1

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1

2

3

**CURRICULUM SUPPORT AND RESOURCES**

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

- |   |                                     |  |   |
|---|-------------------------------------|--|---|
| <input type="checkbox"/> Advisers                     | <input type="checkbox"/> Principals | <input type="checkbox"/> Teachers in other schools                       | 1 |
| <input type="checkbox"/> Other teachers in the school | <input type="checkbox"/> Trustees   | <input type="checkbox"/> Books and journals                              | 2 |
| <input type="checkbox"/> Subject association          | <input type="checkbox"/> ERO        | <input type="checkbox"/> Research findings                               | 2 |
| <input type="checkbox"/> Parents                      | <input type="checkbox"/> MOE        | <input type="checkbox"/> Teacher PD programmes (including MoE contracts) | 3 |
| <input type="checkbox"/> Community contacts           | <input type="checkbox"/> NZEI       | <input type="checkbox"/> Private consultant(s) or firm                   | 4 |
| <input type="checkbox"/> University/college lecturers | <input type="checkbox"/> PPTA       | <input type="checkbox"/> Supplementary booklets for statements           | 4 |
| <input type="checkbox"/> Other (please state): _____  |                                     |  | 5 |

1

2

3

4

5

**25. How much further professional development do you think you need in the curriculum areas you teach?**

	A lot	Some	Not sure	No more		
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Health & PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Other:					1	2
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2

**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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Curriculum Stocktake:

National School Sampling Study

### 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.

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:

- c) *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.

The focus of the questions is on teaching experiences with the mathematics 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 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 <input type="checkbox"/>  | Year 2 <input type="checkbox"/>  | Year 3 <input type="checkbox"/>  | Year 4 <input type="checkbox"/>         | Year 5 <input type="checkbox"/>  |
| Year 6 <input type="checkbox"/>  | Year 7 <input type="checkbox"/>  | Year 8 <input type="checkbox"/>  | Year 9 <input type="checkbox"/>         | Year 10 <input type="checkbox"/> |
| Year 11 <input type="checkbox"/> | Year 12 <input type="checkbox"/> | Year 13 <input type="checkbox"/> | Not applicable <input type="checkbox"/> |                                  |

**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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1

2

3

10. Would you make any changes to the structure/organisation of the mathematics curriculum statement?

Yes

No

Don't know

If yes, what? \_\_\_\_\_

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1

2

3

3

11. Would you make any changes to the content of the mathematics curriculum statement?

Yes

No

Don't know

If yes, what? \_\_\_\_\_

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1

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3

3

## 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?)

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1

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3

3

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): \_\_\_\_\_

1

2

3

3

**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

1

**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* 1
- Development Band Mathematics* 2
- Implementing Mathematical Processes in Mathematics in the New Zealand Curriculum* 3
- Implementing Mathematical Programmes* 4
- Problem Solving in Mathematics: Years 1-8 (comes with CD)* 5
- nzmaths website 6
- School Journal 7
- The series *Figure It Out* 8
- TKI website 9
- Other Ministry of Education publications (please state): \_\_\_\_\_ 0

In what ways have you found these resources helpful? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1

**16. Are there any other support materials you have found to be particularly helpful?**

- a) \_\_\_\_\_ 1
- b) \_\_\_\_\_ 2
- c) \_\_\_\_\_ 3
- d) \_\_\_\_\_ 4

In what ways have you found these support materials helpful? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1

17. What other support materials would you like to assist you with teaching mathematics?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

**PROFESSIONAL DEVELOPMENT**

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

It helped because \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

It did not help because \_\_\_\_\_  
\_\_\_\_\_

I have had no professional development in mathematics.

1  
2

19. What sources of professional development have been very useful for your teaching of mathematics? (please tick appropriate boxes)

- |  |   |    |
|--|---|----|
| <input type="checkbox"/> Advisors (including Pangarau advisors)                | <input type="checkbox"/> Books and journals                           |    |
| <input type="checkbox"/> Community contacts                                    | <input type="checkbox"/> Early/Advanced numeracy project facilitators | 1  |
| <input type="checkbox"/> Local/national mathematics teachers' associations     | <input type="checkbox"/> Ministry of Education contractors            | 4  |
| <input type="checkbox"/> Other teachers in the school                          | <input type="checkbox"/> Parents/Trustees                             | 7  |
| <input type="checkbox"/> Principal   | <input type="checkbox"/> Private firms                                | 10 |
| <input type="checkbox"/> Teachers in other schools                             | <input type="checkbox"/> University or College of Education lecturers |    |
| <input type="checkbox"/> Other (please state): _____                           |   |    |
| <input type="checkbox"/> I have had no professional development in mathematics |   |    |

1  
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9  
10  
11

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

1  
2  
3

Comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

**21. In what aspects of mathematics would you most like to receive professional development to support your teaching of mathematics?**

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1  
2  
3  
4  
5  
6

**CURRICULUM IMPLEMENTATION**

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

High  Medium  Low  Don't know

1  
2  
3

**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): \_\_\_\_\_

1  
2  
3  
4  
5  
6

**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

1  
2  
3  
4  
5  
6

**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

1  
2  
3

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:

1  
2  
3  
4  
5  
6

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If *no*, please comment on the reasons: \_\_\_\_\_

1  
2  
3

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**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 \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

Boys \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

Māori \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

Pacific \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

ESOL \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

Gifted and talented \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

Students with disabilities \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

Other individual needs (please specify) \_\_\_\_\_  
\_\_\_\_\_

1  
2  
3

**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.**

	Used often	Used sometimes	Used rarely	Not used at all		
Apparatus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
Calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Computer software (eg. spreadsheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Graphics calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
Photocopiable worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
						4

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

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

	Mostly	Often	Sometimes	Rarely	Never			
Assessment Resource Banks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	5
Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99	
NEMP tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
Numeracy Project diagnostic interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	5
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99	
Peer assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
Practical tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4	5
Pre-tests/post-tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99	
Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3
Self assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99	

**Other (please state):** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

i) to the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
ii) to parents?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
iii) from teacher to teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			

**b) Is the reporting being done in relation to:**

i) achievement objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
ii) levels?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
iii) other? (e.g., specific units; please state):	_____				

**31. What issues have arisen for you in assessing and reporting on student progress and achievement in mathematics?**

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1  
2  
3  
4  
5  
6

**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

1  
2  
3

Please explain \_\_\_\_\_

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1  
2  
3  
4  
5  
6

**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

1  
2  
3

Please explain \_\_\_\_\_

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1  
2  
3  
4  
5  
6

**34. Do you teach mathematics in an integrated way?**

Yes                       No                       Not applicable

1  
2  
3

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

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1  
2  
3

**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) \_\_\_\_\_

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1  
2

b) \_\_\_\_\_

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---

1  
2  
3

c) \_\_\_\_\_

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1  
2  
3

**36. What teaching approaches would you say have been very effective in improving your students' learning in mathematics?**

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1  
2  
3  
4  
5  
6



## Curriculum Stocktake:

### National School Sampling Study

### TECHNOLOGY QUESTIONNAIRE



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 1
- Deputy/Assistant/Associate Principal 3
- Curriculum/Syndicate Leader 4
- Head of Department/Head of Faculty 5
- Classroom Teacher/Subject Teacher 6
- Other (please state): \_\_\_\_\_ 7

**2. Do you have a leadership position in technology?**

- Yes  No  1
- \_\_\_\_\_ If yes, what? \_\_\_\_\_ 2

**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  1

**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  2

**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  3

**6. What class year level(s) do you currently teach? (please tick appropriate boxes)**

- Year 1  Year 2  Year 3  Year 4  Year 5  1
- Year 6  Year 7  Year 8  Year 9  Year 10  2
- Year 11  Year 12  Year 13  Not applicable  4

**7. What technological areas are taught in your school? (NB. not necessarily taught separately); (please tick appropriate boxes)**

- Biotechnology  Materials Technology 1
- Electronics and Control Technology  Production and Process Technology 3
- Food Technology  Structures and Mechanisms 4
- Information and Control Technology  Other (please state): \_\_\_\_\_ 6

**8. What technological areas do you teach? (please tick appropriate boxes)**

- Biotechnology  Materials Technology 1
- Electronics and Control Technology  Production and Process Technology 4
- Food Technology  Structures and Mechanisms 5
- Information and Control Technology  Other (please state): \_\_\_\_\_ 6

**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) \_\_\_\_\_ 1

b) \_\_\_\_\_ 1

c) \_\_\_\_\_ 1

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

High  Medium  Low  Don't know

**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)**

	Easy	Sometimes easy Sometimes difficult	Difficult	Not applicable – I do not teach in this area		
<b>Biotechnology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
<b>Electronics and Control Technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
Food Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4
Information and Control Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		99
Materials Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2
Production and Process Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3
<b>Structures and Mechanisms</b>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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?

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**THE STATEMENT: *Technology in the New Zealand Curriculum (1995)***

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? \_\_\_\_\_

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16. Would you make any changes to the content of the technology curriculum statement?

- Yes     No     Don't know

If yes, what? \_\_\_\_\_

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## 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



**24. What do you assess in technology? (please tick appropriate boxes)**

- The ways that students are meeting achievement objectives 1
- The specific learning outcomes
- The whole task 2
- Individual components of the task
- All objectives in your planning 3
- Selected objectives across the strands 4
- 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?**

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**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* 1
- Information and Communication Technology* 2
- Structures and Mechanisms*
- Biotechnology* 3
- Electronics and Control Technology*
- Production and Process Technology*
- Food Technology*
- Design and Graphics*

In what ways have you found these publications helpful? \_\_\_\_\_ 1

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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? \_\_\_\_\_

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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? \_\_\_\_\_

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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? \_\_\_\_\_

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

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### 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)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Principals                      | <input type="checkbox"/> Other teachers in the school                 | 1 |
| <input type="checkbox"/> Advisors                        | <input type="checkbox"/> Books and journals                           | 2 |
| <input type="checkbox"/> TENZ                            | <input type="checkbox"/> Teachers in other schools                    | 3 |
| <input type="checkbox"/> Parents/ Trustees               | <input type="checkbox"/> Community contacts                           | 4 |
| <input type="checkbox"/> IPENZ – neighbourhood engineers | <input type="checkbox"/> University or College of Education lecturers |   |
| <input type="checkbox"/> Private firms                   | <input type="checkbox"/> 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)

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Professional development  | <input type="checkbox"/> Support materials  | <input type="checkbox"/> Facilities            | 1 |
| <input type="checkbox"/> Equipment (not ICT)   | <input type="checkbox"/> Increased staffing | <input type="checkbox"/> Bringing in 'experts' | 2 |
| <input type="checkbox"/> ICT (for technology education as opposed to general curriculum use) |   |  | 3 |
| <input type="checkbox"/> 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 Māori
  - Mathematics
  - Social Sciences
  - Health and Physical Well-being
  - Workshop Technology
  - Other *(please state)*: \_\_\_\_\_

1  
2  
3  
4  
5

**42. Has your school changed the way technology is being implemented since it was first introduced?**

- Yes  No  Don't know

1

If yes, what have the changes involved? \_\_\_\_\_

1

And why were these changes made? \_\_\_\_\_

1

**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

1

Please explain \_\_\_\_\_

1

**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

1

Please explain \_\_\_\_\_

1

2

**CLASSROOM IMPLEMENTATION**

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

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1  
2  
3  
4

**46. How often do your students work on?**

	Frequently	Sometimes	Rarely
individual projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group/team projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teacher directed projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self selected projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 2  
3  
99  
1 2  
3

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

	Often	Sometimes	Rarely
at their place of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
on field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visits to your classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 2  
3  
99  
1 2

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

Considerable  Sufficient  None at all

1  
2

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

Considerable  Sufficient  None at all

1  
2

**Please comment on why this is the case. (Explain how you have adapted your teaching in using the technology document):**

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1  
2  
3  
4

**50. What teaching approaches in technology have been effective in improving student learning in your class?**

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1  
2  
3  
4

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

Yes  No  Don't know

1

If yes, why? \_\_\_\_\_

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1

If no, how do you plan to change your implementation? \_\_\_\_\_

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1

**52. 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.*