

## Tables Report

School leaders and teachers were administered as the most relevant groups to fill out the questionnaire about distributed leadership. The answers of these groups are therefore presented separately in each table. Besides these groups, respondents with another position filled out the questionnaire, such as board members. The answers of this group are not explicitly described.

Each table gives information about the relative frequencies in answers given by school leaders, by teachers and by the 'total group'. Respondents who are neither school leader, nor teacher are included in the 'total group'.

### Background features of the respondent

Table 1: What is your position in the school, relative frequencies (n=1093)

School leader (head teacher, principal) (n=826)	Teacher (n=148)	Other (n=119) *	Total
75,6	13,5	10,9	100,0

\* In the following questions the category 'other' is merged in the column Total.

Table 2: Choose your language, relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
English	73,0	56,8	71,9
German	3,0	9,5	3,7
French	13,4	6,1	11,5
Spanish	6,8	7,4	6,9
Italian	3,5	15,5	5,1
Russian	0,2	4,7	0,9

Table 3: What is your gender?, relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
Male	48,8	50,0	48,6
Female	51,2	50,0	51,4

Table 4: In which sector of education do you work?, relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
Early Childhood Education	1,9	0	1,6
Primary	44,7	28,4	41,4
Secondary (lower or upper secondary)	39,5	48,0	40,4
Vocational	4,6	10,8	5,9
Higher education	1,6	8,1	2,7
Other.....	7,7	4,7	8,0

Table 5: In what country do you work?, relative frequencies (n=)

	School leader (n=826)	Teacher (n=148)	Total		School leader (n=826)	Teacher (n=148)	Total
Single structure <sup>1</sup>	28,7	16,2	26,3	Northern (N)	51,5	8,8	45,9
Common core <sup>2</sup>	50,4	31,1	47,4	East (E)	2,5	16,2	4,3
Differentiated <sup>3</sup>	20,9	52,7	26,3	Southern (S)	11,2	23,6	12,8
				West (W)	34,9	51,4	37,1
Albania (?/ E)	0	0	0	Lithuania (3/ N)	0,4	4,1	0,9
Armenia (2/E)	0	1,4	0,2	Luxembourg (2/W)	0,1	0	0,1
Austria (3/W)	0	0	0	Macedonia (?/E)	0	0	0
Azerbaijan (2/ E)	0	0	0	Malta (2/E)	0,1	0	0,1
Belarus (2/E)	0	0	0	Moldova (?/E)	0	0	0
Belgium (2/W)	1,2	0	1,0	Montenegro (?/E)	0,1	0	0,1
Bosnie Herzegov.(?/E)	0	0	0	Netherlands (3/W)	19,7	48,6	24,6
Bulgaria (1/E)	0,2	0	0,2	North.Ireland (2/N)	0,2	0	0,3
Croatia (1/E)	0,6	0	0,5	Norway (1/N)	11,6	0	10,0
Cyprus (2/E)	0,2	0	0,2	Poland (2/E)	0	0,7	0,1
Czech Republic (1/E)	0	0	0	Portugal (2/S)	0,4	0	0,3
Denmark (1/N)	2,7	0,7	2,3	Romania (2/E)	0	0	0
England (2/N)	7,3	1,4	7,5	Russia (?/E)	0	0	0
Estonia (1/N)	0,2	0	0,2	Scotland (2/N)	12,8	0,7	10,8
Finland (1/N)	0,8	0	0,6	Serbia (1E)	0	0	0
France (2/W)	13,0	2,7	10,5	Slovakia (1/E)	0	2,0	0,3
Georgia (2/E)	0,1	0	0,1	Slovenia (1/E)	0,5	12,2	2,1
Germany (3/W) *	0,5	0	0,4	Sweden (1/N)	10,5	1,4	9,1
Greece (2/E)	0,2	0	0,2	Spain (2/S)	6,9	7,4	7,0
Hungary (1/ E)	0,2	0	0,2	Switzerland (3/W)	0	0	0
Iceland (1/N)	0,8	0	0,6	Turkey (2/E)	0	0	0,1
Ireland (not UK) (2/N)	3,4	0,7	3,0	Ukraine (?/E)	0	0	0
Italy (2/S)	3,8	16,2	5,4	Other *	1,2	0	1,3
Latvia (1/N)	0	0	0				

\* When respondents answered either Germany of other country, they were asked to answer resp. 'In which federal state?', 'In which country?'

<sup>1</sup> =Education is provided in a continuous way from the beginning to the end of compulsory schooling, with no transition between primary and lower secondary education, and with general education provided in common for all pupils.

<sup>2</sup> =After completion of primary education (ISCED 1), all students follow the same common core curriculum at lower secondary level (ISCED 2).

<sup>3</sup> =After primary education, either at the beginning or some time during lower secondary education, students are enrolled in distinct educational pathways or specific types of schooling.

Table 6: How long have you been working in the school, relative frequencies (n=1092)

In months (years)	School leader (n=826)	Teacher (n=148)	Total
Mean	150,9 (≈12,5)	234,2 (≈20)	166,8 (≈14)
Mode	24 (=2)	60 ** (=5)	24 (=2)
Min-Max	1-693 (≈0-58)	1-494 (≈0-41)	0-693 (≈0-58)
0 - 4 years *	29,0	6,8	24,8
4 - 10 years *	26,7	16,9	25,1
10 - 23 years *	23,3	33,8	25,1
23 - 58 years *	21,1	42,6	25,0

\* approximate classification

\*\* multiple modes exist. Smallest mode is shown.

## School context and other school features

Table 7: Please answer the following questions, relative frequencies (n=1092)

How many teachers work in the school?	School leader (n=826)	Teacher (n=148)	Total	How many children/ students go to the school?	School leader (n=826)	Teacher (n=148)	Total
Mean	47	188	90	Mean	543	2.611	1.051
Mode	30	100	30	Mode	400	800 *	500
Min-Max	0-1.000	4-2.000	0-5.000	Min-Max	0-25.000	1-30.000	0-62.000
0 -19	26,5	12,2	23,8	0 t/m 232	26,6	18,2	24,9
20-37	28,5	18,2	26,5	235 t/m 437	28,5	13,5	25,1
38-70	27,1	24,3	25,5	440 t/m 756	26,5	18,9	25,0
71-5.000	17,9	45,3	24,2	760 t/m 62.000	18,4	49,3	25,0

\* multiple modes exist. Smallest mode is shown.

Table 8: Does the school leader have class room responsibilities?, relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
Yes	23,6	29,7	25,3
No	76,4	70,3	74,7

Table 9: Is education free in your school, relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
For all children	92,5	73,0	89,2
For most of the children/ students (e.g exception for specific groups)	2,3	6,1	2,7
For some children/ students	0,6	4,7	1,1
No	4,0	13,5	5,9
N/A *	0,6	2,7	1,0

\* N/A= Not Applicable

Table 10: Since the advent of the financial crisis in 2008, the school budget has..., relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
Been drastically reduced	31,1	50,0	34,0
Been slightly reduced	44,9	40,5	43,8
Remained the same	18,3	8,1	16,5
increased	4,8	1,4	4,7
N/A *	0,8	0	1,0

\* N/A= Not Applicable

Table 11: If the school budget has been cut, which of the following have been affected?, relative frequencies (n=1093)\*\*

	School leader (n=826)	Teacher (n=148)	Total
Teachers have been laid off	34,9	47,3	36,7
Support staff have been laid off	36,8	32,4	36,3
Staff salaries have been cut	18,3	35,1	20,1
School supplies and services have been reduced	62,0	70,9	62,9
Other	10,7	18,9	12,4
N/A *	19,9	6,1	18,3

\* N/A= Not Applicable

\*\* The percentages count up to more than 100., because more than one answer was possible.

Table 12a: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

Curriculum Content	School leader (n=826)	Teacher (n=148)	Total
No influence	22,0	16,9	21,0
Little influence	24,0	29,1	24,2
Reasonable influence	20,1	20,3	20,6
A great deal of influence	21,9	23,6	22,4
Full influence	11,1	10,1	10,9
N/A *	0,8	0	0,9
Mean itemscore and standard deviation (excl. N/A)	2,8	2,8	2,8 (SD 1,3)

\* N/A= Not Applicable

Table 12b: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

Curriculum Delivery	School leader (n=826)	Teacher (n=148)	Total
No influence	6,3	4,7	6,3
Little influence	12,3	21,6	13,3
Reasonable influence	23,1	25,0	23,1
A great deal of influence	32,6	35,8	33,1
Full influence	24,3	12,2	22,9
N/A *	1,3	0,7	1,4
Mean itemscore and standard deviation (excl. N/A)	3,6	3,3	3,5 (SD 1,2)

\* N/A= Not Applicable

Table 12c: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

The school budget (Financial)	School leader (n=826)	Teacher (n=148)	Total
No influence	15,6	16,2	14,8
Little influence	31,0	33,1	31,5
Reasonable influence	25,5	18,9	23,6
A great deal of influence	17,4	14,2	17,8
Full influence	10,0	16,9	11,6
N/A *	0,4	0,7	0,6
Mean itemscore and standard deviation (excl. N/A)	2,8	2,8	2,8 (SD 1,2)

\* N/A= Not Applicable

Table 12d: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

HR Policy (e.g. employment conditions, recruitment, selection)	School leader (n=826)	Teacher (n=148)	Total
No influence	16,0	16,9	15,4
Little influence	20,3	23,0	20,6
Reasonable influence	25,8	20,9	25,1
A great deal of influence	24,8	17,6	23,5
Full influence	12,7	21,6	15,0
N/A *	0,4	0	0,5
Mean itemscore and standard deviation (excl. N/A)	3,0	3,0	3,0 (SD 1,3)

\* N/A= Not Applicable

Table 12e: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

Organizational structure	School leader (n=826)	Teacher (n=148)	Total
No influence	5,6	6,8	5,5
Little influence	15,9	20,3	15,9
Reasonable influence	23,5	18,9	22,7
A great deal of influence	32,0	27,7	31,3
Full influence	22,8	25,7	24,1
N/A *	0,4	0,7	0,5
Mean itemscore and standard deviation (excl. N/A)	3,5	3,5	3,5 (SD 1,2)

\* N/A= Not Applicable

Table 12f: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

Strategic development planning	School leader (n=826)	Teacher (n=148)	Total
No influence	2,9	6,1	3,4
Little influence	10,3	18,2	11,0
Reasonable influence	24,3	20,9	23,1
A great deal of influence	39,2	27,7	37,1
Full influence	22,5	24,3	24,3
N/A *	0,7	2,7	1,1
Mean itemscore and standard deviation (excl. N/A)	3,7	3,5	3,7 (SD 1,1)

\* N/A= Not Applicable

Table 12g: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

Professional development	School leader (n=826)	Teacher (n=148)	Total
No influence	3,9	10,1	4,6
Little influence	12,2	16,9	12,3
Reasonable influence	23,0	29,7	23,4
A great deal of influence	36,9	26,4	35,3
Full influence	23,2	16,9	23,7
N/A *	0,7	0	0,7
Mean itemscore and standard deviation (excl. N/A)	3,6	3,2	3,6 (SD 1,1)

\* N/A= Not Applicable

Table 12h: To what extent does your school organization have influence on the following aspects, relative frequencies (n=1093)\*\*

Other.....	School leader (n=826)	Teacher (n=148)	Total
No influence	15,9	19,6	16,4
Little influence	4,7	10,8	5,7
Reasonable influence	8,0	8,8	8,1
A great deal of influence	7,1	6,1	7,4
Full influence	5,4	7,4	6,0
N/A *	58,8	47,3	56,5
Mean itemscore and standard deviation (excl. N/A)	4,6	4,1	4,5 (SD 2,0)

\* N/A= Not Applicable

Table 13: How are teacher employed, relative frequencies (n=1093)

	School leader (n=826)	Teacher (n=148)	Total
By the government	39,2	31,8	36,6
By the school board	37,4	59,5	41,8
Other	23,4	8,8	21,6

## School structure

Table 14a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Tasks and responsibilities are hierarchically decided by the professionals in our school	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	6,2	5,4	6,1
Disagree	20,6	18,9	19,9
Neutral	17,9	23,6	18,7
Agree	42,3	40,5	42,0
Strongly agree	12,6	11,5	12,8
N/A *	0,5	0	0,5
Mean itemscore and standard deviation (excl. N/A)	3,4	3,3	3,4 (SD 1,1)

\* N/A= Not Applicable

Table 14b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

At our school there are formally agreed leadership roles	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	2,1	1,4	2,1
Disagree	6,8	10,1	7,1
Neutral	7,3	12,2	8,1
Agree	54,7	60,1	55,6
Strongly agree	28,7	14,2	26,2
N/A *	0,5	2,0	0,8
Mean itemscore and standard deviation (excl. N/A)	4,0	3,8	4,0 (SD 0,9)

\* N/A= Not Applicable

Table 14c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Professionals make decisions within predetermined boundaries of responsibility and accountability	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,3	2,0	1,5
Disagree	6,2	10,1	6,7
Neutral	11,5	20,3	12,8
Agree	54,0	58,1	54,6
Strongly agree	25,9	8,8	23,4
N/A *	1,1	0,7	1,0
Mean itemscore and standard deviation (excl. N/A)	4,0	3,6	3,9 (SD 0,9)

\* N/A= Not Applicable

Table 14d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

The school structure formally provides everyone with opportunities to participate in decision making	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,3	10,1	2,8
Disagree	8,6	31,8	12,2
Neutral	9,4	21,6	11,6
Agree	49,9	29,7	46,8
Strongly agree	30,4	6,8	26,3
N/A *	0,4	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,0	2,9	3,8 (SD 1,0)

\* N/A= Not Applicable

Table 14e: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

The formal structure in our organization facilitates informal leadership at all levels in the organization	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	2,4	10,1	3,6
Disagree	13,7	24,3	15,1
Neutral	19,2	29,1	21,0
Agree	41,2	31,8	39,8
Strongly agree	22,4	3,4	19,4
N/A *	1,1	1,4	1,1
Mean itemscore and standard deviation (excl. N/A)	3,7	2,9	3,6 (SD 1,1)

\* N/A= Not Applicable

Table 14f: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

At our school we have regular consultation meetings	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,7	5,4	1,7
Disagree	3,5	18,9	6,3
Neutral	5,7	21,6	8,4
Agree	48,7	44,6	47,5
Strongly agree	40,9	9,5	35,5
N/A *	0,5	0	0,5
Mean itemscore and standard deviation (excl. N/A)	4,3	3,3	4,1 (SD 0,9)

\* N/A= Not Applicable



Table 14g: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

The school supports professional development/opportunity	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	2,1	10,8	3,3
Disagree	6,8	18,9	8,1
Neutral	9,0	29,7	12,4
Agree	37,2	31,8	36,6
Strongly agree	44,7	8,8	39,2
N/A *	0,4	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,2	3,1	4,0 (SD 1,1)

\* N/A= Not Applicable

## Strategic vision

Table 15a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

At our school we have a shared vision	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,6	6,8	1,5
Disagree	6,5	20,9	9,2
Neutral	9,4	29,1	12,6
Agree	48,5	35,1	45,5
Strongly agree	34,7	8,1	30,9
N/A *	0,1	0	0,3
Mean itemscore and standard deviation (excl. N/A)	4,1	3,2	4,0 (SD 1,0)

\* N/A= Not Applicable

Table 15b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

At our school we have common values for all	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,5	6,1	1,3
Disagree	4,5	21,6	7,1
Neutral	7,9	23,6	10,8
Agree	50,1	37,8	47,8
Strongly agree	37,0	10,1	32,7
N/A *	0	0,7	0,3
Mean itemscore and standard deviation (excl. N/A)	4,2	3,2	4,0 (SD 0,9)

\* N/A= Not Applicable

Table 15c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Staff take ownership of their own tasks and activities	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,7	2,7	1,1
Disagree	3,5	15,5	5,6
Neutral	9,3	24,3	11,8
Agree	57,4	50,0	56,5
Strongly agree	28,9	7,4	24,8
N/A *	0,1	0	0,3
Mean itemscore and standard deviation (excl. N/A)	4,1	3,4	4,0 (SD 0,8)

\* N/A= Not Applicable

Table 15d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Students take ownership of their own tasks and activities	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,5	1,4	1,5
Disagree	12,5	25,0	14,5
Neutral	28,1	36,5	28,9
Agree	46,7	35,1	45,2
Strongly agree	10,7	1,4	9,1
N/A *	0,6	0,7	0,8
Mean itemscore and standard deviation (excl. N/A)	3,5	3,1	3,5 (SD 0,9)

\* N/A= Not Applicable

Table 15e: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Strategic development as a learning organisation is one of our school goals	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,2	6,8	1,3
Disagree	4,1	17,6	6,3
Neutral	12,0	28,4	14,8
Agree	45,5	35,8	43,6
Strongly agree	36,9	9,5	32,5
N/A *	1,2	2,0	1,5
Mean itemscore and standard deviation (excl. N/A)	4,2	3,2	4,0 (SD 0,9)

\* N/A= Not Applicable

## Values and beliefs

Table 16a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Mistakes are seen as a learning opportunity	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,5	8,8	2,7
Disagree	6,4	30,4	9,9
Neutral	10,5	23,6	13,3
Agree	57,0	33,1	53,2
Strongly agree	24,5	4,1	20,7
N/A *	0,1	0	0,3
Mean itemscore and standard deviation (excl. N/A)	4,0	2,9	3,8 (SD 1,0)

\* N/A= Not Applicable

Table 16b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

Colleagues have confidence in each other's abilities	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,7	6,8	1,7
Disagree	5,8	22,3	8,4
Neutral	15,1	27,0	17,8
Agree	59,1	41,2	55,6
Strongly agree	19,2	2,7	16,2
N/A *	0	0	0,2
Mean itemscore and standard deviation (excl. N/A)	3,9	3,1	3,8 (SD 0,9)

\* N/A= Not Applicable

Table 16c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

There is mutual respect among the professionals in our school	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,6	6,1	1,6
Disagree	4,1	20,3	7,0
Neutral	12,2	22,3	13,7
Agree	56,2	45,3	54,2
Strongly agree	26,9	5,4	23,2
N/A *	0	0,7	0,3
Mean itemscore and standard deviation (excl. N/A)	4,1	3,2	3,9 (SD 0,9)

\* N/A= Not Applicable

Table 16d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

At our school we set high standards for professionals	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,5	6,8	1,6
Disagree	5,4	16,9	7,2
Neutral	14,8	34,5	17,8
Agree	45,2	27,7	42,3
Strongly agree	33,7	12,8	30,4
N/A *	0,5	1,4	0,7
Mean itemscore and standard deviation (excl. N/A)	4,1	3,2	3,9 (SD 1,0)

\* N/A= Not Applicable

## Collaboration and cooperation

Table 17a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We work collaboratively to deliver school results	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,2	5,4	1,1
Disagree	4,5	12,8	6,0
Neutral	9,9	21,6	11,5
Agree	56,5	51,4	55,7
Strongly agree	28,7	8,8	25,3
N/A *	0,1	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,1	3,5	4,0 (SD 0,8)

\* N/A= Not Applicable

Table 17b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We express our opinions on a regularly basis	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,1	6,8	1,3
Disagree	2,3	23,0	5,8
Neutral	8,2	22,3	10,6
Agree	59,8	41,9	56,5
Strongly agree	29,4	6,1	25,4
N/A *	0,1	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,2	3,2	4,0 (SD 0,8)

\* N/A= Not Applicable

Table 17c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We share our knowledge and experiences with one another	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,2	4,7	1,6
Disagree	3,8	17,6	6,3
Neutral	17,7	30,4	19,2
Agree	51,9	42,6	50,4
Strongly agree	25,3	4,7	22,0
N/A *	0,1	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,0	3,3	3,9 (SD 0,9)

\* N/A= Not Applicable

Table 17d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We help one another to solve problems	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,7	3,4	1,1
Disagree	3,9	6,1	4,8
Neutral	11,9	34,5	15,1
Agree	52,3	45,3	51,1
Strongly agree	31,1	10,8	27,5
N/A *	0,1	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,1	3,5	4,0 (SD 0,9)

\* N/A= Not Applicable

Table 17e: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We are provided sufficient time to collaborate with our colleagues on work related issues	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	3,3	19,6	5,5
Disagree	23,8	36,5	25,6
Neutral	19,4	21,6	20,3
Agree	41,9	18,9	38,1
Strongly agree	11,5	2,7	10,1
N/A *	0,1	0,7	0,5
Mean itemscore and standard deviation (excl. N/A)	3,4	2,5	3,2 (SD 1,1)

\* N/A= Not Applicable

Table 17f: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

In our organization we cooperate with each other to achieve the collective ambition	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,7	7,4	1,9
Disagree	6,2	25,7	9,7
Neutral	17,4	25,7	18,7
Agree	51,8	36,5	48,6
Strongly agree	23,6	4,7	20,7
N/A *	0,2	0	0,5
Mean itemscore and standard deviation (excl. N/A)	3,9	3,1	3,8 (SD 1,0)

\* N/A= Not Applicable

## Decision making

Table 18a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I can make my own decisions related to the content of my work	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,6	2,0	0,9
Disagree	6,4	19,6	8,2
Neutral	8,5	17,6	9,9
Agree	54,1	45,9	53,2
Strongly agree	30,1	14,9	27,4
N/A *	0,2	0	0,5
Mean itemscore and standard deviation (excl. N/A)	4,1	3,5	4,0 (SD 0,9)

\* N/A= Not Applicable

Table 18b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I can make my own decisions in how to organise my work	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,1	2,0	0,5
Disagree	2,1	17,6	4,2
Neutral	4,2	17,6	6,9
Agree	50,1	49,3	50,0
Strongly agree	43,2	13,5	38,0
N/A *	0,2	0	0,5
Mean itemscore and standard deviation (excl. N/A)	4,4	3,6	4,2 (SD 0,8)

\* N/A= Not Applicable

Table 18c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I can make my own decisions regarding my professional development	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,6	6,1	1,6
Disagree	4,4	21,6	6,7
Neutral	10,2	19,6	11,5
Agree	51,1	37,8	49,0
Strongly agree	33,5	14,9	30,7
N/A *	0,2	0	0,5
Mean itemscore and standard deviation (excl. N/A)	4,1	3,3	4,0 (SD 0,9)

\* N/A= Not Applicable

Table 18d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I can make my own decisions on a sufficient range of aspects in my work	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,2	3,4	0,7
Disagree	4,6	16,2	5,9
Neutral	10,0	22,3	11,7
Agree	54,7	48,6	54,3
Strongly agree	30,1	9,5	27,0
N/A *	0,2	0	0,5
Mean itemscore and standard deviation (excl. N/A)	4,1	3,5	4,0 (SD 0,8)

\* N/A= Not Applicable

Table 18e: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

In our organisation it's common that everyone is involved with decision making	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,5	13,5	3,4
Disagree	10,8	41,2	15,9
Neutral	21,7	24,3	22,2
Agree	48,4	20,3	43,9
Strongly agree	17,1	0,7	13,7
N/A *	0,6	0	0,8
Mean itemscore and standard deviation (excl. N/A)	3,7	2,5	3,5 (SD 1,0)

\* N/A= Not Applicable

Table 18f: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)\*\*

Although the professionals in our organization have the opportunity for input, the decisions are still made from the leaders at the top	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	2,2	2,7	2,2
Disagree	16,8	6,1	14,7
Neutral	23,2	20,3	22,3
Agree	43,1	41,9	43,5
Strongly agree	14,0	27,0	16,3
N/A *	0,6	2,0	1,0
Mean itemscore and standard deviation (excl. N/A)	2,5 **	2,1 **	2,4 (SD 1,0) **

\* N/A= Not Applicable

\*\* for a one-direction interpretation (the higher the mean score, the more positive the meaning), this item is recoded.

## Responsibility and accountability

Table 19a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I am accountable to my superior for my performance	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	2,5	2,0	2,3
Disagree	5,8	8,1	6,2
Neutral	9,4	14,9	10,6
Agree	47,3	51,4	47,3
Strongly agree	34,0	23,0	32,4
N/A *	0,8	0,7	1,2
Mean itemscore and standard deviation (excl. N/A)	4,1	3,9	4,0 (SD 0,9)

\* N/A= Not Applicable

Table 19b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I am kept accountable	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,6	0,7	0,6
Disagree	2,4	4,1	2,9
Neutral	11,3	16,9	12,3
Agree	50,5	54,7	51,1
Strongly agree	34,6	23,0	32,2
N/A *	0,6	0,7	0,9
Mean itemscore and standard deviation (excl. N/A)	4,2	4,0	4,1 (SD 0,8)

\* N/A= Not Applicable



Table 19c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

I feel responsible for my performance	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,1	0	0,2
Disagree	0,4	1,4	0,5
Neutral	2,5	5,4	2,7
Agree	33,5	49,3	36,3
Strongly agree	63,3	43,9	59,8
N/A *	0,1	0	0,4
Mean itemscore and standard deviation (excl. N/A)	4,6	4,4	4,6 (SD 0,6)

\* N/A= Not Applicable

Table 19d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We can take responsibility without asking	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,8	6,1	1,7
Disagree	5,7	22,3	8,1
Neutral	10,4	26,4	12,5
Agree	45,2	31,1	44,0
Strongly agree	37,3	14,2	32,9
N/A *	0,6	0	0,7
Mean itemscore and standard deviation (excl. N/A)	4,1	3,3	4,0 (SD 1,0)

\* N/A= Not Applicable

Table 19e: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

We share collected responsibilities for each other's behaviour	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	0,5	4,1	1,2
Disagree	6,5	27,7	9,7
Neutral	22,5	36,5	24,4
Agree	47,7	29,7	45,5
Strongly agree	22,3	0,7	18,4
N/A *	0,5	1,4	0,8
Mean itemscore and standard deviation (excl. N/A)	3,9	3,0	3,7 (SD 0,9)

\* N/A= Not Applicable

Table 19f: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

All staff are encouraged to express their opinion regardless of their formal status	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,2	17,6	3,9
Disagree	3,6	22,3	6,6
Neutral	9,6	30,4	13,5
Agree	50,5	25,7	45,9
Strongly agree	34,7	3,4	29,4
N/A *	0,4	0,7	0,6
Mean itemscore and standard deviation (excl. N/A)	4,1	2,8	3,9 (SD 1,0)

\* N/A= Not Applicable

## Initiatives

Table 20a: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)\*\*

Initiatives and ideas mainly come from the leaders at the top	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	3,5	2,7	3,3
Disagree	39,7	28,4	37,5
Neutral	27,2	25,7	26,2
Agree	24,9	27,0	26,1
Strongly agree	4,4	14,9	6,3
N/A *	0,2	1,4	0,6
Mean itemscore and standard deviation (excl. N/A)	3,1 **	2,7 **	3,0 (SD 1,0) **

\* N/A= Not Applicable

\*\* for a one-direction interpretation (the higher the mean score, the more positive the meaning), this item is recoded.

Table 20b: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

There is sufficient amount of freedom to contribute your own ideas to improve the work	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,5	6,8	2,3
Disagree	4,7	23,6	7,7
Neutral	7,6	23,6	10,5
Agree	64,5	40,5	60,2
Strongly agree	21,5	4,7	18,8
N/A *	0,1	0,7	0,5
Mean itemscore and standard deviation (excl. N/A)	4,0	3,1	3,9 (SD 0,9)

\* N/A= Not Applicable

Table 20c: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)\*\*

Professionals have to take the initiative and responsibility due to a lack of direction and lead	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	18,5	2,7	16,4
Disagree	41,9	25,0	38,7
Neutral	18,0	31,8	19,6
Agree	16,9	28,4	19,3
Strongly agree	2,8	10,1	3,8
N/A *	1,8	2,0	2,2
Mean itemscore and standard deviation (excl. N/A)	3,5 **	2,8 **	3,4 (SD 1,2)**

\* N/A= Not Applicable

\*\* for a one-direction interpretation (the higher the mean score, the more positive the meaning), this item is recoded.

Table 20d: To what extent do you agree with the following statements about your school, relative frequencies (n=1093)

All tasks are assigned to the professionals based upon the level of expertise	School leader (n=826)	Teacher (n=148)	Total
Strongly disagree	1,9	8,8	3,2
Disagree	16,7	27,0	18,0
Neutral	30,6	34,5	31,8
Agree	44,2	25,0	40,6
Strongly agree	5,3	3,4	4,9
N/A *	1,2	1,4	1,4
Mean itemscore and standard deviation (excl. N/A)	3,4	2,9	3,3 (SD 0,9)

\* N/A= Not Applicable

## The school leader perceived by teachers

Table 21: The school leader at our school....., relative frequencies (n=148)

The school leader at our school....	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A *	Mean itemscore and standard deviation (excl. N/A)
enables me to make meaningful contributions to the school	7,4	20,3	26,4	35,1	10,1	0,7	3,2 (SD 1,1)
encourages me to share my expertise with my colleagues	9,5	23,0	21,6	33,8	11,5	0,7	3,2 (SD 1,2)
welcomes me to take the initiative	7,4	25,7	25,7	29,1	11,5	0,7	3,1 (SD 1,1)
formally acknowledges my teaching abilities	10,1	21,6	22,3	34,5	10,8	0,7	3,1 (SD 1,2)
brings me into contact with information that helps me to create new ideas	14,9	31,1	24,3	23,0	6,1	0,7	2,7 (SD 1,2)
stimulates me to reflect on my work in order to improve	11,5	26,4	27,0	25,7	8,8	0,7	2,9 (SD 1,2)
has high expectations regarding my professional standards	6,1	16,9	21,6	37,8	16,2	1,4	3,4 (SD 1,1)
supports me to make my own decisions in my work	10,8	27,7	30,4	23,6	6,8	0,7	2,9 (SD 1,1)
empowers me by giving advice and guidance on my own development	16,2	29,7	29,1	18,2	6,1	0,7	2,7 (SD 1,1)

\* N/A= Not Applicable

## The teachers perceived by the school leader

Table 22: The professionals at our school....., relative frequencies (n=823)

The professionals at our school.....	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A *	Mean itemscore and standard deviation (excl. N/A)
are engaged in and committed to participating in school leadership roles	1,5	12,2	23,9	51,6	10,1	0,7	3,6 (SD 0,9)
actively participate in decision making	0,4	8,5	15,8	59,3	15,6	0,5	3,8 (SD 0,8)
actively show initiative related to school improvement	0,4	7,7	15,6	57,7	18,3	0,4	3,9 (SD 0,8)
demonstrate their responsibilities in their work	0,2	3,9	10,4	62,5	22,6	0,4	4,0 (SD 0,7)
help one another by sharing knowledge	0,6	5,2	17,6	52,6	23,6	0,4	3,9 (SD 0,8)

\* N/A= Not Applicable

## Answers open ended questions

Table 23: What is your position in the school: Other, absolute frequencies (n=118)

Other	
Adjunct	Governor
Administrativ leader	Head / head of location/ head of upper secondary administration/ head pre-school (4x)
Advisor / advisor School Leadership and Management of a SL&SM program in Rwanda (2x)	Higher Management
Asesor pedagogico	Inspector (4x)
Assistant head/ principal/ assistant head teacher (4x)	Itinerant teacher
Board (2x)	Manager
Business Manager	Principal for substitute teachers
Central administrator	Professor
Chair executive board/ chairman school board (2x)	Programma am manager (3x)
Coach	Provisur adjoint
Collaboratore Dirigente Scolastico	QIO
Counsellor (4x)	Quality Development Manager
Consultant (2x)	Regional Director Achievement for All
Coördinator of a team/ workplacelearning (3x)	Retired principal (10x)
Delegada sindical	School business manager
Department head (2x)	Secretariat / Board administration/ County administration (2x)
Depute head (16x)	Senior Advisor School Management & School Leadership
Director of pre- and compulsory school	Somewhere in between
Docente universitario	Staf (6x)
Education Administration	Superintendent (2x)
Ex-directora y profesora	Vice principal (3x)
Funzione strumentale -tutor coordinatore	Vice-president
General director / manager (2x)	
Gestionnaire	

Table 24: In what type of education do you work? Other, absolute frequencies (n=87)

School leader (n=64)	Teacher (n=7)	Other (n=16)
0. - 9. årgang 3-12 years Additional support Needs Adult (8x) Ages 3 -18 All the above mentioned except vocational one ASN primary Basisschool Both early childhood and primary Both primary and secondary Early childhood +lower secondary Early childhood education, primary, secondary and also some adult education EDUCACIÓN ESPECILA Educación Secundaria y Formación Profesional Elementary (2x) Escuelas Oficiales de Idiomas Folk High School Förderschule Infant (2x) Infanzia, primaria e secondaria (istituto comprensivo) (2x) Istituto comprensivo (2x) KG-12 Patronal Primary and lower secondary (4x) Special Needs/ - education (14x) PRU Special and Early Childhood Education Secondary	Adult education Dutch as a second language Adults Dutch language for foreigners E ARTES Special onderricht (3x)	Additional support needs (primary) Agult Vocational All All up to 18 Central administration Cross sector En todos Leader of the scools Preprimary, primary and Secondary Education Primary and secondary Primary, Secondary and Ministry of Education Special Staf Superiore-università- Professionalizzante Todos menos estudios superiores

Table 25: In what country do you work?, Germany: which federal state?, absolute frequencies (n=4)

School leader (n=4)	Teacher (n=0)	Other (n=0)
Nordrhein-Westfalen/ NRW		

Table 26: In what country do you work?, Other: in which country?, absolute frequencies (n=14)

School leader (n=10)	Teacher (n=0)	Other (n=4)
Catalonia (2x) Curacao Eespaña N.Ireland United States Wales (4x)		Australia Rwanda (2x) Wales

Table 27a: If the school budget has been cut, which of the following have been affected? Other, absolute frequencies (n=135)

School leader (n=88)	Teacher (n=28)	Other (n=19)
<p>Attività aggiuntive baisse fonds social bigger groups bigger teacher / student ratio budget de fonctionnement BUDGET PLUS BAS budgets projets Buildings are not being maintained classes have become bigger Courses habve been excluded. Cut because school now pays first£6000 on each statement end child - currently met through reserves but will hit support staff budget line cut down on number of students in special education ceasses de menages Diminished Guidance and Counselling diminuzione drastica dell'organico di istituto dotation de fonctionment dotation horaire Every teacher have to work more in time expanding costs extra services like therapy (I work in a school for children with special needs) and some sports have been reduced Fondo Istituzione Scolastica genaral allocation to school Hard to work In 2o11 the school converted to becoan an Academy increase in working hours and restructuring of Teaching Assistants increased number of children i n all groups Increased pension contributions Less developement less money for upkeep of school appearance Los materiales LOS PROFESORES SUSTITUTOS Management time has been reduced</p>	<p>Baisse de charges de travail, car on complète des classes plus nombreuses Bigger classes; less tasks, more lessons per teacher; cheaper cleaningcompany's Classes are much bigger, more pupils compensi aggiuntivi die Klassen sind grösser geworden. Bis 32 Schüler fired staff Fondi per progetti extracurricolari formation continue increase of working hours klassen grösser larger groups less square metres materiale scolastico more pupils in a group more pupils/classroom No more resources for educational seminars for teachers. nullijn, dus koopkrachtverlies Number of students per class has been increased number of students per class(room) has been increased Number of students per group has increased progetti accessori RIDUZIONE DOCENTI salaries have reamined the same and workload has increased students get lees education teachers do more tasks for free teachers have to work 80 hours a year more teachers work more for less money</p>	<p>biblioteche scolastiche e docenti (2x) bigger classes/ classrooms (2x) budget It has been at the same time as the amount of students has been going dow i numbers. less people on the workfloor more students per classroom not reappointing when people leave nothing our salaries remained the same for the last years postes partagés redistribute &amp; redeploy staff; employing less experienced staff riduzione posti di lavoro Schools have been closed Support staff working staff salaries frozen hours cut Support staff re-deployed teacher salaries frozen for 4 years ans money for realestate/building 25% short Teaching load gone up We have changed status to get more money</p>

Table 27b: If the school budget has been cut, which of the following have been affected? Other, absolute frequencies (n=135)

School leader (n=88)	Teacher (n=28)	Other (n=19)
<p>material cuts  Mittel für Vertretungskräfte für erkrankte oder schwangere Kolleginnen und Kollegen fehlen  Moins d'argent pour faire face aux dépenses liées à la gratuité de l'enseignement  moins de dé doublement  Moins de matériel informatique  moins de travaux  moins de personnels administratifs  moins de subventions pour les projets éducatifs et culturels, moins d'équipements notamment informatiques et dotation manuels scolaires  More children in each classroom  more pupils in a class  More students in the classrom  more students per group  Morse children in all classes  moyens de fonctionnement  NO  No budget cut  no influence  no reductions  No training  none  Numbers of teachers and support staff reduced  Ordenadores de alumnos (compra y reparación)  posts left unfilled; reduction in enrichment and training  progetti extracurriculrai  projects have been reduced  pupils / class increased  quality  R2DUCTION HEURES DE COURS  Recortes en algunos programas  reduced management time  Reduction in Support Services and finance for ICT etc; reduction in admin hours and cut in classroom assistants.  reduction in training budget for staff,price increases for lunches, changes to criteria for free transport  reduction through all areas  relatively fewer staff</p>		



Table 27c: If the school budget has been cut, which of the following have been affected? Other, absolute frequencies (n=135)

School leader (n=88)	Teacher (n=28)	Other (n=19)
<p>Remedial teachers have not been employed although the pupils have needs Reparaciones, mejoras Reparations Reposición de libros resources, including personnel, cut to the bone. No flexibility for anything other than basics Salaries have been frozen, hours have been cut , posts have not been advertised, posts have been filled by cheaper newly qualified teachers same level SORTIES Staff not replaced Staff working time had decreased Staffing reduced Supply teachers not available Support from Headquarters has been greatly reduced support staff have not increased in line with school numbers. Support staff hours have been reduced TEACHER AND SUPPORT STAFF QUOTAS HAVE BEEN REDUCED Teacher's pay has been frozen. Support staff have been redeployed in other areas and Early Years provision has been cut teachers have been replaced in other schools Temporary contracts have not been continued and support staff have been cut. the budget for teachers has been minimised The teachers have more teaching hours and we have more classes travaux two schools with two headmasters have been put together in one administrative unit, that is I travel between two schools as head and have double amount of meetings to deal with compared to former head.</p>		

Table 28a: To what extent does your school organization have influence on the following aspects?, Other, absolute frequencies (n=181)

School leader (n=128)	Teacher (n=25)	Other (n=28)
Activities	Awarding	Amalgamated Headships
Administration of international Projects projects	Aany other subject	biblioteca scolastica
Admissions policy	Benessere	Building
Assessment (2x)	Clima escolar	culture
Autonomia (2x)	Development of the school	Equilibre M/F
Available amounts for a-g	Building and premises	equipo directivo
Bien être des élèves	Emotional climate	Evaluation
Bigger groups of students	Equipment	External relations
Budget	Evaluation/ evaluación (2x)	extracurricular activities
Budget for teachers	Formazione/ formazione alunni (2x)	Guidance hours
Building/ Building reordering (2x)	Funcionamiento democrático	Housing
captacion recursos	Income	I'm working for the Ministry, i.e.
CARGA ADMINISTRATIVA	Innovazione	Rwanda Education Board
Carte scolaire	Intake students	innovation
childrens social background	Local authority	Insercion laboral
Choice of tests	Programma Erasmus	leadership development
Choosing teachers and staff	Relaciones humana	none
Collaborazione con enti locali	Ricerca e sperimentazione	Pastoral care
Collective Worship	Selection new students	Policy development
Convivencia (2x)	SICUREZZA	promotion
Cooperation/ with parents (2x)	Stress	quality of school leadership
CPD	Sviluppo tecnologie	recruitment is difficult for vocational teachers because of
Creating school mission & vision	Sviluppo umano	competition from oil-industry
Depends on the aspect	territorio	which pay much better
developing projects		Recursos materiales
Discipline		Special Facilities
Distributing budget		staff relations
Economic disposal		state exams
Edilizia scolastica		teachers education
Education teachers		
Educazione ai valori		
Eltern einspruch		
Enrollment		
Environment		
Espíritu de equipo		
Estime		
Ethos		
Evaluación profesorado		
Everything		
External inspection		
Fees		
formazione		
Full school services		
Future proffesional		
Gebäude		
Gestione risorse umane		
Getting rid of bad teachers		
Governing body (2x)		
Growth		

Table 28b: To what extent does your school organization have influence on the following aspects?, Other, absolute frequencies (n=181)

School leader (n=128)	Teacher (n=25)	Other (n=28)
Housing/ Housing facilities (2x) Improvement Planning Increasing school roll with appropriate staffing Informatique International co-operation Investments Kooperationen LA FORMACIÓN DEL PROFESORADO Learning and teaching Location maintenance buiding MOBILISATION DES ACTUERUS organisation pedagogique Pastoral care Pay pedagogical development perssonel auxilier Prime Professional accountability PROJETS Projets d'établissement e.a. et collaboration avec les autres établissements Promotions Qualita organizzativa e Disponibilità dei docenti Rapporti con Enti esterni Rapporti con le famiglie Recrutement des élèves Relaciones con el entorno Relaciones con la comunidad educativa Relaciones con las familias Relazioni educative e professionali Rendimiento profesorado Resultados de los alumnus/ ultados escolares (2x) REUSSITE DES ELEVES Réussite des élèves Ricerca e innovazione Salaries (for the staff) (2x) Satisfacción de sus usuarios/ del profesorado (2x) Scelta e Assunzione personale School building		

Table 28c: To what extent does your school organization have influence on the following aspects?, Other, absolute frequencies (n=181)

School leader (n=128)	Teacher (n=25)	Other (n=28)
<p>School calander                      School material                      School policy                      School profile (International projects, teaching English)                      School support(cleaning/carpenterwork)                      Selection of staff                      Servicios                      Servizi scolastici                      small cash spending                      special educational needs (4x)                      staff appointments (3x)                      statut des enesignants                      structure of evaluation and tests (success of) students (2x)                      Support Services, including catering, cleaning and support for children                      teacher training                      Technical support                      Testing                      Timetabelling                      Vision                      we are directly funded so have greater autonomy. therefore all issues feature.                      we are more or less responsible for our own policys                      We have our own budget, but get the monet from the community                      Working conditions</p>		

Table 29a: How are teacher employed?, Other, absolute frequencies (n=230)

School leader (n=192)	Teacher (n=8)	Other (n=30)
Administrativ by principal Administrativ employment Aided School so partly County and partly Governing Body at the school by the leadergroup (3 persons) and the local leader of the teachers union av kommunen Bestuur Both By a board of 24 schools By a bord in our "kommune" ,not necessarily people Whois knows what Schou leadership is abort. By community (2x) By School: principal, teacherorganisation takes part By the county By the local schoolboard in the kommun By the municipality and the headmaster of the separata school By the school (4x) CCMS Civil servant exams College van bestuur Combination of the two Consejo rector Community (8x ) Council (3x) council and parent council County Directamente Education Authority entrepreneur Etb Foundation (2x) Governing Body Head of school, in cooperation with representatives from the teachers' union Headmaster (34x) headmaster & selected small committee I request to recruit then when I have permission I recruit to meet the needs of my school In the City community	Algunos por amiguismo Beide Concorso Dirección del centro Foundation/ foundation (2x) founder of the school Schulvorstand	Both By School. Paid by Government By the commune By the District By the head By the local authority By the municipality By the region Charity Depends, either the District (public and government aided schools) or the school board (private schools) Headmaster (2x) Jointly by gvt and school kommune Leaders of the school Local authority (5x) Local council (4x) Municipality (4x) Pay roll School Standard procedures

Table 29b: How are teacher employed?, Other, absolute frequencies (n=230)

School leader (n=192)	Teacher (n=8)	Other (n=30)
<p>Influenced by Head but owner decides                      Kommunen (3x)                      Leaders                      Local authority and school                      Local authority staff and Parent Council members                      Local authorities (46x)                      Local council (12x)                      Local Council and by establishment                      Local Council with funding from the government                      local government (2x)                      Members of board, parents and team                      Municipality (16x)                      not sure what you require here                      Ourselves                      Paid by State, employed by BoM parent company                      Principal and head of department                      Regional/County                      School (2x)                      School and local authority                      School based staff selection on most occasions                      school board has advisory right.                      Director is a main employer                      school head                      school interviews                      school leaders (3x)                      School management (2x)                      Selected by head teacher&amp; panel                      the commune (5x)                      The county is employer                      the municipality                      the school                      The school appoints staff. It is then ratified by the local authority                      The school leader                      town                      VEC                      von mir</p>		

Table 30a: Below you can make comments on the previous areas, absolute frequencies (n=114)

School leader (n=70)	Teacher (n=22)	Other (n=22)
<p>18c - I meant a lead from the authority not the school in my answer</p> <p>A mon vis, et de mon expérience de 30 ans dans l'éducation nationale en France, la plupart des questions posées n'ont ABSOLUMENT AUCUN SENS dans le système éducatif français.</p> <p>Actually, a number of teachers are not the 'professional' we think they have to be. Also the level of education is often insufficient.</p> <p>Al contestar "De acuerdo" y no responder "Totalmente de acuerdo" se debe a que con frecuencia hay un mínimo de profesionales que no suelen estar a la altura de las exigencias, pero no son muy numerosos, quizá menos del 5%.</p> <p>All'interno delle singole istituzioni scolastiche non esistono i tecnici che invece operano a livello ministeriale, tutte le responsabilità e le decisioni. E sono assunte dal dirigente scolastico</p> <p>Although our school provides opportunities for all staff to take on and develop areas of leadership, very few do so and very often tasks are left to senior management because they are not taken up by anyone else.</p> <p>Ambiguïté de la terminologie (en Français): qui sont exactement ces "professionnels" mentionnés à chaque question ?</p> <p>Budget; I have no control over how much I receive but full control over how it is spent.</p> <p>Distributive leadership is developing across the country and now embedded in practice within the establishment I lead. Almost all teachers willingly take on leadership roles.</p>	<p>DIRIGENTE INCAPACE E INCARICATO DAL MIUR SOLO PER TAPPARE FORMALMENTE IL "BUCO". GRAVE DANNO ALL'ISTITUTO.</p> <p>distributed leadership is mainly in theory only - in practice very little decision making is made outside of management</p> <p>Due to reorganization I am now ZPP'er. And I have no influence at all. They like you and you work good, than you get a job. If not, not.</p> <p>Dutch education is being destroyed by so-called "managers" who don't know a thing about education, but are able and willing to make all relevant decisions.</p> <p>Hola, Creo que las preguntas podrían estar de forma diferente. Muchas gracias</p> <p>In Italia i docenti sono veramente soli. Le decisioni su curricoli e altro vengono prese dal governo centrale</p> <p>In my organisation managers heavily rely on advisors they have appointed themselves. Teachers are frustrated.</p> <p>It is a sad world in education land.</p> <p>La dirección en mi escuela no es líder sólo tiene poder. Conviene tener líderes como directivos y que sean elegidos por su profesionalidad.</p> <p>my answers are based on my last years in practice between 1990 and 1995</p> <p>N esiste mucho liderazgo en mi escuela.</p> <p>nessun commento</p> <p>purtroppo in Italia i tagli drastici al sistema scolastico stanno costringendo molte scuole ad avere delle reggenze (dirigenti part-time di altre scuole), ciò ha profondamente minato la qualità del sistema e della mia scuola in particolare</p>	<p>All answers due to the position of general director</p> <p>All my Responses were based on my last permanent post which was as a Headmaster of a small Primary School some years ago. They reflect the position then, and my opinions now. DJG</p> <p>as a member of the board I tried to answer some questions, but the questionnaire does not fit for board members</p> <p>Feel leadership in school is very good but difficult to motivate and inspire staff at present time with new curriculum changes, more planning meetings etc</p> <p>I answer as head of all schools in the municipality. Not a single school which made answering a bit difficult.</p> <p>I do not know what accountable means; that is why I skipped that question</p> <p>I work as a self-employed consultant so most of these questions do not apply to my situation. Very happy to help in any way that I can.</p> <p>I'm not representing a school, so all questions were n.a.</p> <p>It is very difficult to answer questions that are made for management and teachers from a different perspective.</p> <p>Many answers reflect 5 years of work and not just recent months. I am new to my current organisation, some answers reflect that situation.</p> <p>Par qui, les enseignants et nous mêmes les principaux, devons nous être embauchés ? Je pense qu'une démarche partagée serait plus efficace.</p> <p>pensez aussi aux autres participants de l'éducation...</p> <p>Thanks...</p>

Table 30b: Below you can make comments on the previous areas, absolute frequencies (n=114)

School leader (n=70)	Teacher (n=22)	Other (n=22)
<p>Due to our system all staff have responsibilities in participating in decision making.</p> <p>Finnish school system is not so good as it was about ten years ago. In the early ninetieth we had serious period of depression. Now we can see the results in behaviour and in life style of our students.</p> <p>First we have to be honest in our work in every level, then we can be collaborative, creative, helping each other</p> <p>Good luck for evaluating the answers, for example the questions about the economy are difficult ones to answer...we have more money than ever, but the costs have risen more than what we have got more money.</p> <p>I am strongly interested in the outcome of this survey, sincerely yours, John van Bezouw Primary School "The Wale" (De Walvis) the Hague, Netherlands vbezouw@zonnet.nl</p> <p>I am very fortunate to have a hard working staff team who have been who have played an important part in setting our school vision and expected standards of pupils</p> <p>I am working for 8 years and 6 m. in the school of today but 30 years in a school.</p> <p>I have been in my current school for 6 days and there are lots of changes required. I have put neutral for lots of answers as it is too early to say.</p> <p>Il ruolo del tecnico all'interno del Sistema Scolastico Italiano non è ben definito. Nella compilazione ho inteso lo staff di collaboratori del Dirigente, poichè diversamente non è prevista una figura di " tecnico" all'interno delle scuole.</p> <p>In the Netherlands there is too much focus on the goals of the curriculum. Teachers should be more responsible . There is too much control by inspectors, government etc. That's why the expressive lessons get less and more.</p>	<p>THE payment / salary is very poor and not fitting for THE stress level and responsibilities. Each year THE tasks become more. Many children get not THE attention They need</p> <p>The school is doing psychological violence against teachers by management. Motivation of teachers means command with additional tasks. Sometimes I feel like I am suffocating.</p> <p>The school leaders make great differences between employees. There are too friendly to some teachers and too strict to some others. Leaders are not behaving professional to all employees.</p> <p>The school leaders do not act what they preach for us to teach. Even my academic background is not valued, not in salary nor in an informal way. The climate in Dutch primary schools is profoundly anti-intellectual.</p>	<p>We are a new management team who are trying to involve staff in taking ownership and responsibility, we are finding that the newer members of the profession embrace this more than some of the longer qualified staff.</p> <p>Western Australia has undertaken massive education reform with significant increase of school empowerment, developing Independent Public Schools (Government Schools). It has been a watershed of professional freedom and growth.</p> <p>Writing as a retired Primary Head, I am of the opinion that inflated ideas on "Line Management" and interference from School Governors together with the politicising of school provision has led to the poor state of Education currently prevalent.</p>



Table 30c: Below you can make comments on the previous areas, absolute frequencies (n=114)

School leader (n=70)	Teacher (n=22)	Other (n=22)
<p>It is a continuous process to ensure collaborative learning for all, from pupils, parents and staff. Communication is the key and a 'can do' attitude to learning.</p> <p>It is a mistake to ask about the 'school'. The culture and operation of the school is set at a higher level. The reason for so many negative answers is that the culture is set for us in an operational management paradigm derived from Stalin.</p> <p>It will be exciting to see the result of all these questions and how headteachers in different countries experience their responsibilities. Kind regards Barbro Ridman</p> <p>La falta de autonomía de un equipo directivo en un centro educativo público es total: los profesores vienen dados, el presupuesto viene dado, los currículos también; apenas hay margen de maniobra y de mejora o innovación. Leadership situazionale; diffusa o direttiva a seconda delle situazioni e delle competenze e capacità del personale</p> <p>Lessons study and leadership is started Nelle ultime domande formulate ho inteso 'tecninci' i docenti con funzione strumentale.</p> <p>No/ No further comments.</p> <p>non è chiaro il significato di TECNICI relativamente all'ordinamento italiano..</p> <p>Professionals at my school are committed and share ideas and good work with each other. But we don't have the time we need for this. We need more time for the collective dialog.</p> <p>Qualche quesito non lo trovo coerente con la realtà italiana</p> <p>Since I am rather new in this school, there are several problems in the organisation and staff that we have to overcome. However I have already seen positive progress and next academic year we will focus on a democratic leadership on all levels.</p>		

Table 30d: Below you can make comments on the previous areas, absolute frequencies (n=114)

School leader (n=70)	Teacher (n=22)	Other (n=22)
<p>Some of this was difficult to respond to - we have a certain degree of autonomy as a school but decisions re staffing allocations, policies and ring fenced budgets are often decided by the centre.</p> <p>Some professionals share, work together, gather ideas, work on their initiative, pool their ideas and support each other to a greater extent than others.</p> <p>Thank you for this chance to express my opinion!</p> <p>The content of what we teach is guided by the statutory National Curriculum.</p> <p>The general director of our 24 schools makes the big decisions. As a school leader we have to follow that otherwise our job will end. That is what happened to my colleagues the last 4 years.</p> <p>The headteachers success in building a leadership team where the whole is greater than the sum of the parts will determine the quality of the school. The question 'All tasks are assigned to the professionals based upon the level of expertise' Tasks can be assigned to members of staff who wish to develop their learning/skills in order to develop their expertise.</p> <p>There are more time given to the teachers- after lessons and cooperation with colleagues- which is not efficiently used.</p> <p>There are some professionals who are focused on leadership at all levels and engage fully. There remains a significant minority who do not wish to work in this way</p> <p>There is a difference between roles and responsibilities in school or in the organisation (on management level) I gave most of the answers thinking of aspects within the school.</p> <p>There was no space to give details about your schools. I am actually HT of 2 partner schools and have 3 sets of job shares hence the 7 teachers and 70 pupils. I don't want it interpreted as the teachers having 10 pupils each!</p>		

Table 30e: Below you can make comments on the previous areas, absolute frequencies (n=114)

School leader (n=70)	Teacher (n=22)	Other (n=22)
<p>this is a school whcih had been failed by the inspectorate. I have been in charge since may2012 so thestaff are still ina stage of transition. We have now come thro theinspection process but have a long way to go. So satff are not all yet empowered.</p> <p>Though the oppportunities are there for collegiate decision making and for leadership not all professional will take advantage of them. The culture and ethos is there sometimes the willingness is not. Unfortunately, my school is not blessed with a forward thinking and change-orientated headteacher or leadership team and it is thus very frustrating to be 'part' of that team!</p> <p>We work closely together ass a team to get the work done and ensure that our school is moving forward.</p> <p>Where I have marked a neutral response it is becuae it is not consistent among all staff in school. For example some staff share ideas and experiences and support each other while others do not.</p>		