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Innovation surveys for education

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This chapter presents examples of innovation questionnaires that could be used by system administrators, teaching staff and school leaders in education. It starts by discussing the uses of the survey questionnaires, and their areas of focus and coverage. This is followed by a discussion of the key factors, identified in chapter 2, that feed into the questionnaires, the approach taken, and question specifics. This is followed by a discussion of each section of the questionnaire and of the questions comprising these sections. The questionnaires are included in Annex 3.A and Annex 3.B.

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Introduction

The most common reason for innovation measurement is to obtain statistical data about the innovation activities of organisations to inform policies to support innovation. A second reason is to inform organisations about good practices for innovation, while a third reason is to support academic research into the factors that are related to good practices and outcomes.

The model innovation questionnaire for the education sector provides data for each of these three reasons. The questionnaire follows the Oslo Manual guidelines for innovation where relevant, but also incorporates lessons learnt from research on measuring innovation in the public sector and previous innovation surveys in education, as summarised in the previous chapter. Although some of these surveys were limited to specific countries, they provide insights into how to measure innovation in the education sector in other OECD countries and potentially in non-OECD countries as well. Several of the surveys also provide suggestions for identifying different types of educational organisations, not only by academic level, but also by socio-economic differences in their students.

The focus of this innovation questionnaire is on the processes and outcomes of innovation activities in education institutes, including primary and secondary schools and tertiary level institutions. However, for simplicity, this introduction often refers to “schools”.

The main factors influencing innovation in education, as identified by Van Lieshout, Arundel and Vincent-Lancrin in chapter 2 of this report, are covered in the questionnaire:

- *Pro-innovation culture*: (a) the organisational capacity for innovations, (b) working culture, incentives, and norms with respect to innovation.
- *Knowledge*: (a) staff and student capacity and capabilities; (b) investment in staff training and new initiatives; (c) skill development opportunities, (d) how knowledge is distributed, (e) collaboration within and across the organisation; (f) what is done with new insights at each level of the organisation, and (g) evaluations of innovations.
- *Innovation management*: (a) how are processes around new initiatives organised; (b) rules and plans around establishing and managing innovations.
- *Resources and drivers*.

The questionnaire combines the subject and object approaches to measuring innovation. The object approach to innovation measurement collects data on a specific, identified innovation (the object(s) of the study), in contrast to the subject approach, which focuses on the organisation and collects data on all its innovation activities (through broad innovation categories). The advantage of the subject approach is that it provides data on the workplace culture in respect to innovation and general conditions that are applicable to all innovations. This information is useful for producing indicators and for analysis. The advantage of the object approach is that it provides more accurate data on inputs and outcomes, but the data are largely of value to analysis. In addition, the questionnaire is designed for matched employer-employee analysis, with separate questionnaires for school leaders and teaching staff. Each of the two questionnaires covers similar topics, with a few exceptions.

The observation period for the questionnaire (the time period where innovation and other events occurred) is the previous two years. Where relevant, questions include “don’t know” options or provide space for respondents to provide a written description of an “other” category. The response options vary by question and include yes or no, importance (Likert) scales, and check lists.

Questionnaire structure

Both versions of the questionnaire start with an introduction that briefly describes the scope of the survey and the treatment of the respondent's data. Throughout the survey, there are terms in brackets that should be adapted to the appropriate term for the level of schooling and country context. The choice for specific terms ("school"), rather than generic terms ("educational institution") mostly stems from a desire to keep the number of terms requiring definitions to a minimum and, where possible, to use education vocabulary. Several terms are defined in the description section to ensure that all respondents share the same understanding of each of the following terms: innovation, innovation activities, educational equity, disadvantaged students, staff, and their "most important innovation".

Section 1: Reorganisation and educational reforms

Policy shifts can cause exogenously driven changes at the school, such as a major reorganisation, that may also drive endogenous innovations that result from internal processes at the school. In addition, some school systems provide a large amount of freedom for individual schools to set their own curricula, pedagogical methods, or assessment methods, whereas other systems impose a high degree of consistency across schools. In order to compare the degree of innovation or scope of innovation across schools or school systems, data on the freedom to innovate and the effects of reorganisation are required to interpret the results.

The first section of the questionnaires addresses the policy context for innovation at the school. It asks if there were any major reorganisations or education reforms in the last two years at five administrative levels (department, school, region, state, national) that can implement policies that could affect innovation activities. If the respondent replies 'yes', additional questions ask which of five operational areas of the school were affected (curriculum, pedagogical methods, design and purchase of new materials., content of individual courses, and assessment methods) (question 1.2). Question 1.3 concerns the school's 'room to innovate' in eight areas, including back-office processes, teaching, and student assessment.

Section 2: Types of innovation

Schools can implement different types of innovations that affect administration, teaching, assessments, and the physical environment, or not innovate at all. Data on whether innovation occurs (the innovation propensity) and the types of innovations that are implemented is useful for research on the effects of different drivers and processes on innovation and the skills and other knowledge requirements for different types of innovation.

Question 2.1 asks if ten areas, spanning the range of activities undertaken by schools, were affected by an innovation. The ten areas include administration, teaching, assessment, and the physical environment, as in section 1, but also innovations for communicating with students and their parents or guardians. The question also asks if no innovations have taken place.

Question 2.2 indirectly asks if the innovations (practices or materials) were obtained from external sources (the adoption of innovations) or developed within the school. Two questions deal with adoption and two with in-house development of innovations. The last questions inquire whether the school conducts pilots or experiments for possible future adoption, which are important activities for increasing the likelihood that an innovation will succeed.

The goal of digitising processes and teaching methods is a key driver of innovation in the education sector. Data on the share of innovations that rely on digital technology is a key statistic for policy makers and researchers, as technological innovations are likely to require different forms of support (whether legislative or in the form of skills or infrastructure) than other types of innovations. The last question in this section asks for the percentage of the school's innovations that relied on digital technology (question 2.4).

Section 3: Drivers of innovation

The third section of the questionnaire identifies the drivers of innovation, their relative importance, and the school's vision and goals for innovation. Drivers include factors that are directly under the influence of government, plus external factors such as student or community needs. Policies to support innovation can benefit from data on which drivers are more important to a school and if a school's innovation activities take into consideration the needs of their students and community.

Question 3.1 asks respondents to assess the importance of eleven drivers, covering three areas: top-down drivers such as mandated policies or regulations, changes in internal conditions due to restructuring, an increase in workloads, or a change in the school's budget; and bottom-up needs both inside and outside the school, such as the needs of the school's students or community, or a problem or crisis requiring an urgent response. The second question covers the school's goals for their innovations, which are relevant to the school's main tasks and may play a part in school rankings or funding (question 3.2). Several of these goals refer to the schools' external environment, such as keeping pace with technological changes or a changing economy, while others refer to the school's students and community, such as improving student achievement, increasing the well-being of the school community, and promoting equity for disadvantaged students. A question on retaining staff is only included in the version for school leaders.

The next two questions ask if the school leadership has clear objectives and a shared vision for innovation. These can both serve as drivers for innovation and are relevant to the school's innovation culture (questions 3.3 and 3.4).

Section 4: Sources of knowledge and information

Public sector organisations draw extensively on knowledge and information of relevance to innovation from external sources, including other government organisations, businesses, and the users of their innovations. This section of the questionnaire includes one question that asks about the importance of ten sources of knowledge, including governmental sources, non-governmental sources including businesses and parents, continuous professional learning and development, and online communities of educators.

Section 5: Innovation processes

The processes that a school uses to innovate are affected by its innovation culture, including employee motivation; available resources, the knowledge and capabilities of school leaders and staff to conduct innovation activities, including monitoring and evaluation; and management skills for organising innovation activities and recognising and dealing with obstacles. In sum, innovation processes cover all activities and capabilities of relevance to innovation. The expectation is that good performance on these processes should produce high-quality innovations with better outcomes.

Question 5.1 asks if there is an explicit incentive structure to reward and motivate employees to innovate. Institutionalising incentives ensures that the school is actively thinking about employee opportunities and motivation to engage in innovation, which are two key factors to ensure innovation can occur.

Question 5.2 asks if the school monitors and evaluates its innovations. These activities gather information of relevance to improving existing or trialled innovations. The evaluation methods cover both internal valuation and the collection of feedback from parents and students.

Question 5.3 covers management support for innovation and response to innovation proposals from teaching staff, both relevant to the creation of an innovation culture; and the management of innovation, such as the use of teams and meetings to discuss innovation.

Question 5.4 asks about the importance of obstacles that prevent or delay innovation. The question covers barriers posed by institutional and human constraints. The former includes workload and time pressures,

high (anticipated) risks, a lack of internal or external funding, the absence of a supportive culture for innovation, curriculum and regulatory standards, inadequate technology, and inadequate training or professional development. The human constraints cover a lack of interest or demand by potential users, fatigue with reform or innovation, lack of skills or expertise, and adverse consequences of innovation for disadvantaged students.

Question 5.5 concerns the availability of dedicated resources for innovation, in terms of extra funding or staff time, plus purchasing or developing software or ICT equipment for innovation activities.

Question 5.6 concerns innovation outcomes, with a focus on the effect of innovations on equity. Equity is not only a priority area for most school systems, but innovations can have unintended effects on equity, either directly, or by shifting resources to meet other education goals.

An additional question is only included in the questionnaire for school leaders and ask for the share of staff involved in innovation activities (question 5.7). This is related to a pro-innovation culture and whether most staff, or only a minority, participate in innovation. A higher participation share could build greater enthusiasm and support for innovation, plus create opportunities for all staff to suggest ideas or improvements. The following activities are included in this question: meetings to brainstorm ideas for innovation, working groups to develop or implement an innovation, training on how to use innovation, and sustaining or improving innovation processes.

Section 6: Most important innovation

The sixth section is limited to the school's most important innovation from the perspective of the respondent. The respondents are instructed to choose the innovation with the largest actual or expected contribution to the school's performance. Limiting questions to a single most important innovation helps respondents to provide more accurate and specific details (chapter 10 of OECD/Eurostat (2018^[1])). The data for the most important innovation can also be used to analyse 'best practice' innovation methods in use by the school. Eight questions cover this innovation.

Question 6.1 asks respondents to provide a description of their most important innovation in a few sentences. This allows respondents to give details beyond the general categories for different types of innovations in section 2. Respondents may describe processes or details of the innovation that would otherwise not be captured in this survey. Depending on the level of detail provided, the information can also be used to categorise the most important innovations by their degree of novelty (Bugge and Bloch, 2016^[2]).

Question 6.2 asks if the most important innovation changed each of ten work areas, including four administrative processes and six teaching and learning activities. The former covers organisational changes, use of digital technologies, and external relationships, while the latter includes lesson planning, student assessment, and education for specific student groups. This information provides context, as the purpose of the innovation is likely to influence the outcomes identified later in the questionnaire (question 6.8).

Question 6.3 is relevant to knowledge and information sources. It asks respondents to identify if each of eleven sources contributed to the original idea for the most important innovation. The items for governmental sources range from high level management to teachers and students. Non-governmental sources, include parents or guardians, the business community, leaders in the field of education, and advocacy or community groups. This information is of value to an analysis of 'bottom-up' and 'top down' innovation, such as differences in the types of changes caused by the most important innovation (question 6.2) or differences in outcomes by the source of the idea.

Question 6.4 asks if the most important innovation is completely or partially implemented, with continuing improvements or extensions underway. The definition of an innovation on the first page of the questionnaire

states that an innovation needs to be used or offered to users (i.e. implemented), but experience in other surveys shows that many respondents still describe most important innovations that are only partially implemented, with ongoing improvements. Therefore, this question is required to correctly interpret the information provided in this section, particularly for outcomes.

Question 6.5 asks about the targets (affected or intended users) for the most important innovation. The seven response options cover teachers, support staff, managers, the student body, a subsection of students (respondents are asked to specify the group), the school's external community, and parents or guardians. Data on innovation targets is of value to analysing innovation outcomes. For instance, innovations that target the school's external community are only likely to have a small (if any) effect on student outcomes.

The next two questions (6.6 and 6.7) concern collaboration, a commonly used method in the public sector for increasing knowledge about an innovation. The first question asks if the respondent was involved in deploying the innovation, to ensure that they were actively involved in the innovation. If yes, respondents are asked if they collaborated with a list of ten types of organisations or individuals. As with other questions, these include government and non-governmental collaboration partners.

The last question (6.8) on the most important innovation asks about outcomes, framed as the level of improvement or deterioration, observed or expected, for nine effects. The items in this question cover outcomes affecting the school organisation and outcomes directly affecting students. The first category includes internal operations, the school's revenue, brand, or reputation; methods or tools used in teaching, and environmental impacts. The effects on students encompass student life, the development of competences and skills, the measurement and evaluation of student performance, education for gifted students, and education for disadvantaged students.

Section 7: General information

The last section of the questionnaire collects general information for use in comparisons between schools and staff members, to permit comparisons between schools of the same type (primary, secondary, etc.) and of similar student bodies (the percentage of students that are disadvantaged or from a migrant background, etc.) Another question covers the municipal location of the school to assess urban-rural divides or the effects of remoteness, which could influence funding, the types of challenges the school faces, the quality of infrastructure, and the type of innovations that may be most suitable for the organisation. The survey also distinguishes between the type of funding (public-private), and the number of students and teaching staff.

Finally, the questionnaire collects information on the job position of the respondent and the number of years they have worked in education. The job position of the respondent (teacher, administrator, etc.) will affect their knowledge and experience of different innovation processes. The question on the respondent's job has two versions, one for tertiary education, and one for other levels of education. The version of the questionnaire for school leaders includes a different list of job positions.

This section is crucial in case of a statistical implementation of the questionnaire when governments (or relevant authorities administrating the survey) cannot easily pre-identify this information.

References

- Bugge, M. and C. Bloch (2016), “Between bricolage and breakthroughs—framing the many faces of public sector innovation”, *Public Money & Management*, Vol. 36/4, pp. 281-288, <https://doi.org/10.1080/09540962.2016.1162599>. [2]
- OECD/Eurostat (2018), *Oslo Manual 2018: Guidelines for Collecting, Reporting and Using Data on Innovation, 4th Edition*, The Measurement of Scientific, Technological and Innovation Activities, OECD Publishing, Paris/Eurostat, Luxembourg, <https://doi.org/10.1787/9789264304604-en>. [1]

Annex 3.A. Innovation survey for school leaders

Description

This is an innovation survey specifically targeted at [schools]. Its purpose is to collect statistical information about how this [school] approaches innovation, what motivates it to innovate, and what kind of innovations are implemented. Its main aim is to gather information that helps governments and researchers understand what innovation in the education sector looks like, and find out how to better support it. This version is specific to “[SCHOOL LEADERS]”. Please answer specifically to the campus or part of the [school] you are responsible for. If you are responsible for multiple campuses, the entire [school], and/or multiple levels of education – please answer with all of those in mind. The data collected in this survey is treated confidentially. Data from the school leader and teaching staff survey will be matched, but collected data will be treated anonymously.

All terms in [brackets] should be adapted to terms appropriate for the level of schooling, and country context. Definitions or concepts may need to be altered to fit country contexts.

Terminology	Definition
Innovation	An innovation is a new or improved product or process (or combination thereof) that differs significantly from the [school]’s previous products or processes and that has been made available to potential users (product) or brought into use by the [school] (process). (OECD/Eurostat, 2018 ^[1])
Innovation activities	[Schools] can undertake a series of actions with the intention to develop innovations. This can require dedicated resources and engagement in specific activities, including policies, processes and procedures. (OECD/Eurostat, 2018 ^[1])
Staff	Staff is defined as any employee of the [school]
Most important innovation	The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]’s performance. This could be related to administrative systems, teaching, student well-being, management planning, technological support, etc.
Equity in education	Equity in education means that the achievement of educational potential in a [school] is not the result of personal and social circumstances, including factors such as gender, ethnic origin, immigrant status, special education needs and giftedness. Equity can be achieved both at the [school] level and system level, but given this is a [school] survey, ensuring equitable achievement of educational potential in the institution is the key focus of this concept.
Disadvantaged students	The notion of “disadvantage” is used to qualify students in a situation of vulnerability and with diverse needs. Factors affecting disadvantage might include special needs, socio-economic status, migrant or ethnic backgrounds, sexual orientation (LGBTQI+ status), gender or giftedness. Similar terms used for such students include “vulnerable”, “at-risk” or “marginalised”.

1. Context on reform and innovation

ORGRES. 1.1. Please indicate if there have been major reorganisations or education reforms at the following levels:

	Yes	No	Don't know
a. One or multiple sections/departments of your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Your educational [school] as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your relevant regional educational authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFTYPE. 1.2 What type of education reforms have occurred? [answer if yes to any item in 1.1]

- a The curriculum ☐
- b Pedagogical methods ☐
- c Design and purchase of educational goods and services ☐
- d The content of individual courses ☐
- e Assessment methods ☐

INSCOP. 1.3 How much room does your [school] have to innovate in the following areas? (within your specific regulatory context)?

Please select all that apply.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	None	A small amount	A moderate amount	A large amount	Don't know
a. The curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pedagogical methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Design and purchase of educational goods and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Admission policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. General administrative methods and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Content of individual courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ability to run cross-curricular courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Types of innovation

INARE. 2.1 In the last two years, did your [school] introduce one or more innovations in the following areas:

Please select all that apply.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Academic programmes (e.g. a new track, programme, or interactions between courses) ☐
- b Specific courses ☐
- c Teaching practices ☐
- d Assessment methods ☐
- e Administrative systems ☐
- f Student support programmes ☐
- g Methods for communicating with students, alumni or parents/guardians ☐
- h Methods for organizing work responsibilities or decision making among your staff ☐
- i Learning environments (here: the physical setting in which teaching and learning take place) ☐
- j Other type of new or substantially changed activities: [please describe] ☐
- k No new or substantially changed activities took place [if yes, please go to 3.1] ☐

INTYPE. 2.2 Did your [school] engage in the following types of innovative activities in the past two years:
Please select all that apply

Innovation activities are actions taken with the intention to develop innovations.

- a Introduce new practices developed by other organisations ☐
- b Provide (purchase) new goods or services developed by other organisations ☐
- c Introduce new practices developed within your [school] ☐
- d Provide (develop) new goods or services developed within your [school] ☐
- e Conduct pilots or experiments for possible future adoption ☐

IMPACT. 2.3 Which of the above was your most important innovation activity in terms of changing your practices, goods or services? _____ (insert letter)

Innovation activities are actions taken with the intention to develop innovations.

INTECH. 2.4 What percentage of your [school]'s innovations, implemented over the last two years, relied on the introduction of digital technology?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a None ☐
- b Up to 25% ☐
- c 25% to 50% ☐
- d 50% - 75% ☐
- e Over 75% ☐
- f Don't know ☐

3. Drivers of innovation

INDRIV. 3.1 How important were the following factors as drivers of your [school]'s innovations over the last two years?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Mandated introduction of new digital or other technical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. New laws or regulation that apply to your [school] (other than a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. New (policy) priorities driven by your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting the needs or expectations of your [school]'s external community (parents/guardians, business, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A problem or crisis requiring an urgent response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Restructuring within your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Need to improve your [school]'s brand, reputation or performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A change in your [school]'s budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. An uncompensated increase in workload or responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Need to improve student academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Need to improve the student experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other drivers: [please describe]				

DRADOP. 3.2 How important are the following factors as goals of the innovation efforts at your [school] over the last two years?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Increase the overall student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increase the well-being of the [school] community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Keep pace with changing economy, skills students need for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Closing achievement gaps between disadvantaged and other students <i>Disadvantaged students may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Keep pace with technological changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Meet national/state targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Address [school] safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Sustain reputation and enrolment levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Retain good staff within the [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other goals: [please describe]				

OBJINN. 3.3 The school leadership has a clear objective and theory of action when innovations are implemented.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Strongly agree ☐
- b Agree ☐
- c Disagree ☐
- d Strongly disagree ☐
- e Don't know/not applicable ☐

VISCHA. 3.4 The school leadership has shared its vision around implementing innovations with the staff (if "yes" to question 3.3).

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Strongly agree ☐
- b Agree ☐
- c Disagree ☐
- d Strongly disagree ☐
- e Don't know/not applicable ☐

4. Information/knowledge networks

SOINF. 4.1 In the last two years, how important were the following sources of ideas or information for your [school]'s innovations? (limit your answers to your areas of responsibility)

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Yourself or other managers within your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Staff within your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Students or student organisations at your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Advocacy groups, education unions or non-profit organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Continuous Professional Learning and Development (CPLD) (directly or indirectly) paid for by your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Businesses (e.g. consultants, publishers, technology companies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Government agencies, departments or research institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Parents/guardians or parent-led organisations at your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Online communities of teachers, educators, coaches or mentors independent from your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Innovation process

EMPINC. 5.1 Is there an explicit incentive structure that rewards and motivates employees for the development, adoption and implementation of innovations?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- Yes ☐
- No ☐
- Don't know ☐
- Other: [please describe] ☐

MTEVAL. 5.2 Does your [school] use the following methods to monitor or evaluate its innovations over the last two years?

Please select all that apply.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Monitoring through key performance indicators ☐
- b Internal evaluation of innovation impacts ☐
- c Impact evaluation by external stakeholders ☐
- d Feedback from teachers (e.g. surveys, focus groups) ☐
- e Feedback from parents/guardians (e.g. surveys, focus groups) ☐
- f Feedback from students (e.g. surveys, focus groups) ☐

INMNGT. 5.3 To what degree are the following methods to support innovation used within your [school] over the last two years?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not at all	Partly	Fully	Don't know/not relevant
a. A designated team works on innovation activities related to education or administration <i>Innovation activities are actions taken with the intention to develop innovations.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The [school]'s management act as role models when it comes to implementing innovative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The [school]'s management enable, encourage and participate in a culture of sharing information on innovative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There are members of the teaching staff who can help others with developing and implementing new practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Meetings with colleagues or staff include discussions on how to change ways of working in this [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Proposed innovations by teaching staff receive feedback from management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INPREV. 5.4 Over the past two years, how important were the following factors in preventing or delaying the implementation of innovations in your [school]?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Workload and day-to-day deadlines, time pressures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack of interest or demand by potential users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lack of a supportive culture for innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. High (anticipated) risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lack of internal funding (e.g. earmarked funding for innovation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lack of external funding (e.g. grants, fundraising, foundations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Curriculum or regulatory standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Inadequate technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Lack of skills or expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Inadequate training or professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Fatigue with reform or innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Adverse consequences for disadvantaged students <i>Students who may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other: [please describe]				

INBUDG. 5.5 In order to develop innovations in the last two years, did your [school]:
Please select all that apply.

Innovation activities are actions taken with the intention to develop innovations.

- a Receive extra funds specifically for innovation activities ☐
- b Compensate staff (teaching hours or other benefits) involved in innovation activities ☐
- c Contract out or employ additional staff to assist in innovation activities ☐
- d Purchase or develop software or ICT equipment for these innovation activities ☐
- e Specifically allocate part of the budget for innovation activities. ☐

INNEQU. 5.6 In general, how do you think innovations implemented at your school affect equity?

For this question we mean any kind of innovation implemented at your school, not ones specifically targeting equity.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Innovations improve equity ☐
- b Innovations somewhat improve equity ☐
- c Innovations do not affect equity ☐
- d Innovations somewhat decrease equity ☐
- e Innovations decrease equity ☐
- f We do not measure the effect of innovations on equity ☐
- g Don't know/not applicable ☐

EMPACT. 5.7 In the last two years, what percentage of your [school]'s staff (head count) took part in the following activities?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	None	Less than 25%	25% to 50%	50% to 75%	75% or more	Don't know
a. Meetings to brainstorm ideas for innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working groups to develop or implement an innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Training on how to use an innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sustaining or improving innovation processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Most important innovation

INDESC. 6.1 In a few sentences, please describe your [school]'s most important innovation in the last two years. The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance. This could be related to administrative systems, teaching, student well-being, management planning, etc.

INTYPE. 6.2. Which of the following areas of work were changed as part of your most important innovation? Please provide an answer for each line.

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

	Yes	No	Don't know
a. Internal organisation (e.g. work organisation, management, infrastructure management, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The technical means related to the operation of the [school] (e.g. electronic register, internal correspondence, management information system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of technical equipment in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Methods and tools related to the planning and implementation of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Evaluation or measurement of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. More effective development of competences and skills of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Education for gifted students <i>Gifted students are students who have been classified as having significantly higher than expected abilities given their age (e.g. intellectual, musical, athletically)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Education for disadvantaged and special educational needs students <i>Disadvantaged students may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds. Students with special education needs are affected by learning disabilities, physical impairments and/or mental disorders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Activities outside of the classroom (e.g. study tours, field work, independent homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. External relations with partners / beneficiaries (e.g. local community, parents/guardians, employers, NGOs, training users)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other areas [please specify]:			

SOINFO. 6.3 Where did the original idea for this most important innovation come from?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- | | | |
|---|--|--------------------------|
| a | The [principal] | <input type="checkbox"/> |
| b | Managers (e.g. a section leader, vice-principal or equivalent) | <input type="checkbox"/> |
| c | Teaching staff | <input type="checkbox"/> |
| d | Support staff (e.g. administrative assistants, concierges)) | <input type="checkbox"/> |
| e | ICT staff | <input type="checkbox"/> |
| f | Students | <input type="checkbox"/> |

- g Parents/guardians ☐
- h Education officials (on either a national, state, or a regional level) ☐
- i Business community ☐
- j Leaders in the field of education ☐
- k Advocacy groups and/or community groups ☐
- l Other: [please describe] ☐
- m Don't know ☐

IMPSTG. 6.4 Is this most important innovation completely or partially implemented?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- a Completely implemented ☐
- b Partially implemented, with continuing improvements or extensions underway ☐

INOTAR. 6.5 Who were the targets (affected or intended users) for this most important innovation?

Please select all that apply.

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- a Teaching staff ☐
- b Support staff ☐
- c Managers ☐
- d The student body ☐
- e A subsection of students, namely: [please describe here] ☐
- f The [school]'s external community ☐
- g Parents/guardians ☐
- h Other: [please describe] ☐

COLPAR. 6.6 Were you involved in the deployment of this most important innovation?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- Yes ☐
- No ☐
- Don't know/not relevant ☐

INOCOL. 6.7 If you were involved in the deployment of this most important innovation, please indicate whether you collaborated with any of the following actors. [if "yes" to question 6.6].

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- a Staff at your [school] ☐
- b Student organisations at your [school] ☐
- c Other [schools] ☐
- d Consultants or other businesses (e.g. technological firms or banks) ☐
- e ICT experts ☐
- f Non-Governmental Organisations (NGOs) ☐
- g Government agencies or departments ☐
- h Universities or research institutes ☐
- i Alumni of your [school] ☐
- j Parents/guardians ☐
- k Other: [please describe] ☐

INOEFF. 6.8 What effects did this most important innovation have on the following outcomes?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

	Strong improvement	Improvement	No effect or change	Deterioration	Strong deterioration	Don't know
a. Internal operations (e.g. administration, infrastructure management, employee working conditions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The [school]'s revenue, brand or reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Methods or tools used in teaching (e.g. technical equipment, pedagogical methods)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student life (enrolment, satisfaction, out-of-classroom activities, student well-being)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The development of competences and skills of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The measurement and evaluation of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Education for disadvantaged and special needs students (e.g. improving equity) <i>Disadvantaged students may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds.</i> <i>Students with special education needs are affected by learning disabilities, physical impairments and/or mental disorders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Education for gifted students <i>Gifted students are students who have been classified as having significantly higher than expected abilities given their age (e.g. intellectual, musical, athletically)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The environmental impact of the [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other: please describe						

7. General information [section optional: only needed without pre-identification]

EDULEV. 7.1 Your [school] provides:

- a Early childhood education ☐
- b Primary education ☐
- c General secondary education ☐
- d General tertiary education ☐
- e (Secondary and Tertiary) vocational education ☐

ORGLOC. 7.2 Which of the following best describes the location of your [school]?

- a A village, hamlet or rural area (up to 3 000 people) ☐
- b A small town (3 001 to 15 000 people) ☐
- c Town (15 001 to 100 000 people) ☐
- d City (100 001 to 1 000 000 people) ☐
- e Large city (more than 1 000 000 people) ☐

PUBPRI. 7.3 What kind of [school] is this?

- a Public ☐
This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise
- b Government-dependent private ☐
This is a school managed by a non-government organisation (e.g. a church, trade union, business or other private institution) that receives more than 50% of their core funding from government agencies or their teaching personnel is paid by a government agency
- c Independent private ☐
This is a school managed by a non-government organisation that receives less than 50% of their core funding from government agencies and their teaching personnel are not paid by a government agency

ORGSIZ. 7.4 How many students did your [school] have in [this year]?

The approximate number of students is fine.

Number of students (Full Time Equivalent): _____

STASIZ. 7.5 What number of teaching staff does your [school] have in [this year]?

Staff is defined as any employee of the [school].

Number of teaching staff (Full Time Equivalent): _____

SHADIS. 7.6. Please estimate the broad percentage of students in your [school] who have the following characteristics. Students may fall into multiple categories. (Definitions for these terms can be found at the end of the survey).

	0	1-10%	11-30%	31-60%	>60%	Don't know
a. Students with special educational needs (Students affected by learning disabilities, physical impairments and/or who suffer from mental disorders.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Socio-economically disadvantaged students (students who grow up in low-income families and tend to have lower health and education outcomes than other groups.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students from a migrant background People are considered to have an immigrant background or to have an immigrant-heritage if they or at least one of their parents was born in a country that is different from the country in which they go to [school].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students from a visible minority (a student that comes or is considered to come from a different ethnic background than the majority population in the country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students whose first language is different from the language of instruction or a dialect of this/these languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRROL. 7.7a (if NOT tertiary education) Which of the following best describes your current professional role?

- a District administrator, head of a school collective ☐
- b School principal ☐
- c Vice/Deputy Principal, Assistant Principal ☐
- d Other: [please describe] ☐

PRROL. 7.7b (IF tertiary education) Which of the following best describes your current professional role?

- a Dean ☐
- b Vice Dean, Head of Department ☐
- c Professor, Associate Professor, Assistant Professor, Lecturer, Reader ☐
- d Other: [please describe] ☐

PROEXP 7.8 How long have you worked in education leadership?

Number of years: _____

Definitions

Terminology	Definition
Gifted students	Gifted students are students who have been classified as having significantly higher than expected intellectual abilities given their age, with intellectual abilities being assessed through psychometric tests of cognitive functioning and/or performance in classroom evaluations. Students can also be considered to be gifted in specific domains that are not strictly academic in nature, such as music. Some countries include giftedness among the conditions included in special education needs. The project understands giftedness as a separate dimension of induced diversity in student populations and will be treated as such throughout the survey.
Socio-economic status (socio-economically disadvantaged students)	Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. Socio-economic disadvantage, in this context, consists of students who grow up in low-income families, and tend to have lower health and education outcomes than other groups.
Students from a migrant background	Individuals are considered to have an immigrant background or to have an immigrant-heritage if they or at least one of their parents was born in a country that is different from the country in which they access educational services.
Students from a visible minority ethnicity	Ethnicity refers to a group or groups to which people belong, and/or are perceived to belong, as a result of historical dynamics as well as certain shared characteristics. Minority ethnicity students come or are considered to come from a different ethnic background than the majority population in the country.
Students with special education needs (SEN)	"Special education needs" is a term used in many education systems to characterise the broad array of needs of students affected by learning disabilities, physical impairments and/or who suffer from mental disorders.

Annex 3.B. Innovation survey for teaching staff

Description

This is an innovation survey specifically targeted at [schools]. Its purpose is to collect statistical information about how this [school] approaches innovation, what motivates it to innovate, and what kind of innovations are implemented. Its main aim is to gather information that helps governments and researchers understand what innovation in the education sector looks like, and find out how to better support it. This version is specific to “[TEACHING STAFF]”. Please answer specifically to the campus or part of the [school] you are responsible for. If you teach at multiple campuses and/or multiple levels of education – please answer with all of those in mind. The data collected in this survey is treated confidentially. Data from the school leader and teaching staff survey will be matched, but collected data will be treated anonymously.

All terms in [brackets] should be adapted to terms appropriate for the level of schooling, and country context. Definitions or concepts may need to be altered to fit country contexts.

Terminology	Definition
Innovation	An innovation is a new or improved product or process (or combination thereof) that differs significantly from the unit's previous products or processes and that has been made available to potential users (product) or brought into use by the unit (process). (OECD/Eurostat, 2018 ^[1])
Innovation activities	Institutional units can undertake a series of actions with the intention to develop innovations. This can require dedicated resources and engagement in specific activities, including policies, processes and procedures. (OECD/Eurostat, 2018 ^[1])
Staff	Staff is defined as any employee of the [school]
Most important innovation	The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance. This could be related to administrative systems, teaching, student well-being, management planning, technological support, etc.
Equity in education	Equity in education means that the achievement of educational potential in a [school] is not the result of personal and social circumstances, including factors such as gender, ethnic origin, immigrant status, special education needs and giftedness. Equity can be achieved both at the [school] level and system level, but given this is a [school] survey, ensuring equitable achievement of educational potential in the institution is the key focus of this concept.
Disadvantaged students	The notion of “disadvantage” is used to qualify students in a situation of vulnerability and with diverse needs. Factors affecting vulnerability might include special needs, socio-economic status, migrant or ethnic backgrounds, LGBTQI+ status, gender or giftedness. Similar terms used for such students include “vulnerability”, “at-risk” or “marginalised”.

1. Context on reform and innovation

ORGRES.1.1. Please indicate if there have been major reorganisations or education reforms at the following levels in the last two years:

	Yes	No	Don't know
a. One or multiple sections/departments of your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Your [school] as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your relevant regional educational authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFTYPE. 1.2. Which of the following areas have been affected by education reforms? [answer if yes to any item in 1.1]

- a The curriculum ☐
- b Pedagogical methods ☐
- c Design and purchase of new materials, activities or pedagogies ☐
- d The content of individual courses ☐
- e Assessment methods ☐

INSCOP. 1.3. How much room does your [school] have to innovate in the following areas? (within your specific regulatory context)?

Please select all that apply.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	None	A small amount	A moderate amount	A large amount	Don't know
a. The curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pedagogical methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Design and purchase of learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Admission policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. General administrative methods and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Content of individual courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ability to run cross-curricular courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Types of innovation

INARE. 2.1 In the last two years, did you (help) introduce one or more innovations in the following areas:
Please select all that apply.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Academic programmes (e.g. a new track, programme, or interactions between courses) ☐
- b Specific courses ☐
- c Teaching practices ☐
- d Assessment methods ☐
- e Administrative systems ☐
- f Student support programmes ☐
- g Methods for communicating with students, alumni or parents/guardians ☐
- h Methods for organizing work responsibilities or decision making among your staff ☐
- i Learning environments (here: the physical setting in which teaching and learning take place) ☐
- j Other type of new or substantially changed activities: [please describe] _____ ☐
- k No new or substantially changed activities took place [If yes, please go to 4.1] ☐

INTYPE. 2.2 Did you engage in the following types of innovative activities in the past two years:
Please select all that apply

Innovation activities are actions taken with the intention to develop innovations.

- a Introduce new practices developed by other [schools] ☐
- b Provide (purchase) new materials, activities or pedagogies developed by other [schools] ☐
- c Introduce new practices developed within your [school] ☐
- d Provide (develop) new materials, activities or pedagogies developed within your [school] ☐
- e Conduct pilots or experiments for possible future adoption ☐

IMPACT. 2.3 Which of the above was your most important innovation activity in terms of changing your practices, materials, activities or pedagogies? _____ (insert letter)

Innovation activities are actions taken with the intention to develop innovations.

INTECH. 2.4 What percentage of your innovations, implemented over the last two years, relied on the introduction of digital technology?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a None ☐
- b Up to 25% ☐
- c 25% to 50% ☐
- d 50% - 75% ☐
- e Over 75% ☐
- f Don't know ☐

3. Drivers of innovation

INDRIV. 3.1 How important were the following factors as drivers of your innovations over the last two years?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Mandated introduction of new digital or new technical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. New laws or regulations that apply to your [school] (other than a.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. New (policy) priorities driven by your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting the needs or expectations of your [school]'s external community (parents/guardians, business, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A problem or crisis requiring an urgent response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Restructuring within your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Need to improve your [school]'s image, reputation or performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A change in your [school]'s or section's budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. An uncompensated increase in workload or responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Need to improve student academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Need to improve the student experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other drivers: [please describe]				

DRADOP. 3.2 How important are the following factors as goals of your innovation efforts over the last two years?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Increase the overall student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increase the well-being of the [school] community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Keep pace with changing economy, skills students need for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Closing achievement gaps between disadvantaged and other students <i>Disadvantaged students may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Keep pace with technological changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Meet national/state targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Address school safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other goals: [please describe]				

OBJINN. 3.3 The school leadership has a clear objective and theory of action when innovations are implemented.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Strongly agree ☐
- b Agree ☐
- c Disagree ☐
- d Strongly disagree ☐
- e Don't know/not applicable ☐

VISCHA. 3.4 The school leadership has shared its vision around implementing innovations with the staff.
[if "yes" to question 3.3)

- a Strongly agree ☐
- b Agree ☐
- c Disagree ☐
- d Strongly disagree ☐
- e Don't know/not applicable ☐

4. Information/knowledge networks

SOINF. 4.1 In the last two years, how important were the following sources of ideas or information for your innovations? (limit your answers to your areas of responsibility).

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Managers within your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Yourself or other staff within your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff in other sections of your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students or student organisations at your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advocacy groups, education unions, or non-profit organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Continuous Professional Learning and Development (CPLD) (directly or indirectly) paid for by your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Businesses (e.g. consultants, publishers, technology companies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Government agencies, departments or research institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Parents/guardians or parent-led organisations at your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Online communities of teachers, educators, coaches or mentors independent from your [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Innovation process

EMPINC. 5.1 Is there an explicit incentive structure that rewards and motivates you for the development, adoption and implementation of innovations?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- Yes ☐
- No ☐
- Don't know ☐
- Other: [please describe] ☐

MTEVAL. 5.2 Does your [school] use the following methods to monitor or evaluate its innovations over the last two years?

Please select all that apply.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Monitoring through key indicators ☐
- b Internal evaluation of innovation impacts ☐
- c Impact evaluation by external stakeholders ☐
- d Feedback from teachers (e.g. surveys, focus groups) ☐
- e Feedback from parents/guardians (e.g. surveys, focus groups) ☐
- f Feedback from students (e.g. surveys, focus groups) ☐

INMNGT. 5.3 To what degree are the following methods to support innovation used within your [school] over the last two years?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not at all	Partly	Fully	Don't know/not relevant
a. A designated team works on innovation activities related to education or administration <i>Innovation activities are actions taken with the intention to develop innovations.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The [school] management acts as role models when it comes to implementing innovative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The [school] management enables, encourages and participates in a culture of sharing information on innovative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There are members of the teaching staff who can help others with developing and implementing new practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Meetings with colleagues or staff frequently include discussions on how to change ways of working in the [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Proposed innovations by teaching staff always receive feedback from management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INPREV. 5.4 Over the past two years, how important were the following factors in preventing or delaying the implementation of your innovations?

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

	Not important	Somewhat important	Very important	Don't know/not applicable
a. Workload and day-to-day deadlines, time pressures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack of interest or demand by potential users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lack of a supportive culture for new or significant improved activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. High (anticipated) risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lack of internal funding (e.g. earmarked funding for innovation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lack of external funding (e.g. grants, fundraising, foundations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Curriculum or regulatory standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Inadequate technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i. Lack of skills or expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Inadequate training or professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Fatigue with reform or innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Adverse consequences for disadvantaged students <i>Students who may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other: [please describe]				

INBUDG. 5.5 In order to develop innovations in the last two years, did your [school]:
Please select all that apply.

Innovation activities are actions taken with the intention to develop innovations.

- a Provide extra funds for innovation activities to you or your colleagues ☐
- b Compensate (teaching hours or other benefits) you or your colleagues involved in innovation activities ☐
- c Provide the help of additional staff to you or your colleagues for innovation activities ☐
- d Allow you or your colleagues to purchase or develop software or ICT equipment ☐
- e Receive additional budget for innovation activities ☐

INNEQU. 5.6 In general, how do you think innovations implemented at your school affect equity?

For this question we mean any kind of innovation implemented at your school, not ones specifically targeting equity.

An innovation is a new or improved product or process that differs significantly from the [school]'s previous products or processes

- a Innovations improve equity ☐
- b Innovations somewhat improve equity ☐
- c Innovations do not affect equity ☐
- d Innovations somewhat decrease equity ☐
- e Innovations decrease equity ☐
- f We do not measure the effect of innovations on equity ☐
- g Don't know/not applicable ☐

6. Most important innovation

INDESC. 6.1 In a few sentences, please describe your [school]'s most important innovation in the last two years. The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance. This could be related to administrative systems, teaching, student well-being, management planning, etc.

INTYPE. 6.2. Which of the following areas of work were changed as part of your most important innovation?
Please provide an answer for each line.

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

	Yes	No	Don't know
a. Internal organisation (e.g. work organisation, management, infrastructure management, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The technical means related to the operation of the [school] (e.g. electronic register, internal correspondence, management information system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of technical equipment in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Methods and tools related to the planning and implementation of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Evaluation or measurement of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. More effective development of competences and skills of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Education for gifted students <i>Gifted students are students who have been classified as having significantly higher than expected abilities given their age (e.g. intellectual, musical, athletically)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Education for disadvantaged and special educational needs students <i>Disadvantaged students may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds. Students with special education needs are affected by learning disabilities, physical impairments and/or mental disorders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Activities outside of the classroom (e.g. study tours, field work, independent homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. External relations with partners / beneficiaries (e.g. local community, parents/guardians, employers, NGOs, training users)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other areas [please specify]:			

SOINFO. 6.3 Where did the original idea for this most important innovation come from?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- | | | |
|---|--|--------------------------|
| a | The principal/dean | <input type="checkbox"/> |
| b | Managers (e.g. a section leader, vice-principal or equivalent) | <input type="checkbox"/> |
| c | Teaching staff | <input type="checkbox"/> |
| d | Support staff (e.g. administrative assistants, concierges)) | <input type="checkbox"/> |
| e | IT staff | <input type="checkbox"/> |
| f | Students | <input type="checkbox"/> |
| g | Parents/guardians | <input type="checkbox"/> |
| h | Education officials (on either a national, state, or a regional level) | <input type="checkbox"/> |
| i | Business community | <input type="checkbox"/> |
| j | Leaders in the field of education | <input type="checkbox"/> |

- k Advocacy groups and/or community groups ☐
- l Other: [please describe] ☐
- m Don't know ☐

IMPSTG. 6.4 Is this most important innovation completely or partially implemented?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- a Completely implemented ☐
- b Partially implemented, with continuing improvements or extensions underway ☐

INOTAR. 6.5 Who were the targets (affected or intended users) for this most important innovation? *Please select all that apply.*

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- a Teachers ☐
- b Support staff ☐
- c Managers ☐
- d The student body ☐
- e A subsection of students, namely: [please describe here] ☐
- f The [school]'s external community ☐
- g Parents/guardians ☐
- h Other: [please describe] ☐

COLPAR. 7.6 Were you involved in the deployment of this most important innovation?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- Yes ☐
- No ☐
- Don't know/not relevant ☐

INOCOL. 6.7 If you were involved in the deployment of this most important innovation, please indicate whether you collaborated with any of the following actors. [if "yes" to question 6.6].

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

- a Other staff in your [school] ☐
- b Student organisations at your [school] ☐
- c Other [schools] ☐
- d Consultants or other businesses (e.g. technological firms or banks) ☐
- e ICT experts ☐
- f Non-Governmental Organisations (NGOs) ☐
- g Government agencies or departments ☐
- h Universities or research institutes ☐
- i Alumni of your [school] ☐
- j Parents/guardians ☐
- k Other: [please describe] ☐

INOEFF. 6.8 What effects did this most important innovation have on the following outcomes?

The most important innovation is defined as the innovation with the largest actual or expected contribution to the [school]'s performance.

	Strong improvement	Improvement	No effect or change	Deterioration	Strong deterioration	Don't know
a. Internal operations (e.g. administration, infrastructure management, employee working conditions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The [school]'s revenue, brand or reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Methods or tools used in teaching (e.g. technical equipment, pedagogical methods)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student life (enrolment, satisfaction, out-of-classroom activities, student well-being)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The development of competences and skills of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The measurement and evaluation of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Education for disadvantaged and special needs students (e.g. improving equity) <i>Disadvantaged students may be in a situation of vulnerability or have diverse needs, such as a minority background or identity, or are from low socio-economic status backgrounds. Students with special education needs are affected by learning disabilities, physical impairments and/or mental disorders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Education for gifted students <i>Gifted students are students who have been classified as having significantly higher than expected abilities given their age (e.g. intellectual, musical, athletically)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The environmental impact of the [school]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other: please describe						

7. General information [section optional: only needed without pre-identification]

EDULEV. 7.1 This [school] provides:

- a Early childhood education ☐
- b Primary education ☐
- c General secondary education ☐
- d General tertiary education ☐
- e (Secondary and Tertiary) vocational education ☐

ORGLOC. 7.2 Which of the following best describes the location of your [school]?

- a A village, hamlet or rural area (up to 3 000 people) ☐
- b A small town (3 001 to 15 000 people) ☐
- c Town (15 001 to 100 000 people) ☐
- d City (100 001 to 1 000 000 people) ☐
- e Large city (more than 1 000 000 people) ☐

PUBPRI. 7.3 What kind of [school] is this?

- a Public ☐
This is a [school] managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise
- b Government-dependent private ☐
This is a [school] managed by a non-government organisation (e.g. a church, trade union, business or other private institution) that receives more than 50% of their core funding from government agencies or their teaching personnel is paid by a government agency
- c Independent private ☐
This is a [school] managed by a non-government organisation that receives less than 50% of their core funding from government agencies and their teaching personnel are not paid by a government agency

SHADIS. 7.4. Please estimate the broad percentage of students in your [school] who have the following characteristics. Students may fall into multiple categories. (Definitions for these terms can be found at the end of the survey).

	0	1-10%	11-30%	31-60%	>60%	Don't know
a. Students with special educational needs (Students affected by learning disabilities, physical impairments and/or who suffer from mental disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Socio-economically disadvantaged students (e.g. students lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students from a migrant background People are considered to have an immigrant background or to have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>an immigrant-heritage if they or at least one of their parents was born in a country that is different from the country in which they go to [school].</i>						
d. Students from a visible minority <i>(a student that comes or is considered to come from a different ethnic background than the majority population in the country – to be adapted by country)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students whose first language is different from the language of instruction or a dialect of this/these languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRROL. 7.5a (if NOT tertiary education) Which of the following best describes your current professional role?

- a Teaching staff ☐
- b Teaching assistant ☐
- c Administrative employee ☐
- d Other: [please describe] ☐

PRROL. 7.5b (IF tertiary education) Which of the following best describes your current professional role?

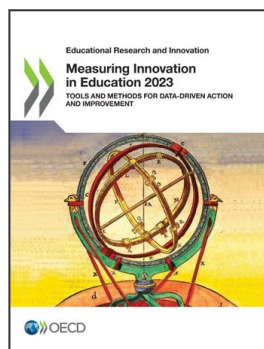
- a Professor ☐
- b Associate professor ☐
- c Assistant professor/lecturer/reader ☐
- d Teaching assistant ☐
- e Administrative employee ☐
- f Other: [please describe] ☐

PROEXP. 7.6 How long have you worked in education?

Number of years: _____

Definitions

Terminology	Definition
Gifted students	Gifted students are students who have been classified as having significantly higher than expected intellectual abilities given their age, with intellectual abilities being assessed through psychometric tests of cognitive functioning and/or performance in classroom evaluations. Students can also be considered to be gifted in specific domains that are not strictly academic in nature, such as music. Some countries include giftedness among the conditions included in special education needs. The project understands giftedness as a separate dimension of induced diversity in student populations and will be treated as such throughout the survey.
Socio-economic status (socio-economically disadvantaged students) and geographic locations (students from specific geographic areas)	Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others. Socio-economic disadvantage, in this context, consists of students who grow up in low-income families, and tend to have lower health and education outcomes than other groups.
Students from a migrant background	Individuals are considered to have an immigrant background or to have an immigrant-heritage if they or at least one of their parents was born in a country that is different from the country in which they access educational services.
Students from a visible minority	Ethnicity refers to a group or groups to which people belong, and/or are perceived to belong, as a result of historical dynamics as well as certain shared characteristics. Minority ethnicity students come or are considered to come from a different ethnic background than the majority population in the country.
Students with special education needs (SEN)	"Special education needs" is a term used in many education systems to characterise the broad array of needs of students affected by learning disabilities, physical impairments and/or who suffer from mental disorders.



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