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EDINBURGH SCHOOL CLIMATE QUESTIONNAIRE
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This Questionnaire is designed to investigate the nature and extent of "parallel organisation activity" in your School District. Research has indicated that such activity is a pre-requisite to effective achievement of the goals cited in the District Mission Statement -identifying, nurturing, and celebrating the motives, strengths, and talents of students, staff, and community. These questions ask about a number of the activities which comprise "parallel organisation" activity, but the coverage is not exhaustive.

Please circle the number to the right of the answer you think most appropriate, and provide written detail where required.

PARALLEL ORGANISATION ACTIVITY

Manifest Concern with Innovation

1. About what proportion of your colleagues in this school would you say make a real effort to do new things and find better ways of doing things?

- 90% or more.....1
- 75-90%.....2
- 50-75%.....3
- 25-50%.....4
- 10-25%.....5
- less than 10%.....6

2. How much encouragement do the principals and superintendents offer to those engaged in innovatory activity?

a) For activities they themselves are promoting:

- A great deal.....1
- A considerable amount..2
- Some.....3
- Very little.....4

b) For activities initiated by teachers:

- A great deal.....1
- A considerable amount..2
- Some.....3
- Very little.....4

3. How much effort do the principles and superintendents make to create a climate of innovation and enterprise which encourages all types of contribution to find better ways of doing things and translate good ideas into effect?

- A great deal.....1
- A considerable amount.....2
- Some.....3
- Very little.....4

4. To what extent does this effort result in real progress, and to what extent is it dissipated in activities which do not amount to much?

- Real progress.....1
- More progress than dissipation.....2
- More dissipation than progress.....3
- Almost total dissipation.....4

5. How much effort is made to find ways of employing the different talents of different members of staff in complementary ways to initiate and carry out innovatory activity?

- A great deal.....1
- A considerable amount.....2
- Some.....3
- Very little.....4

Allocation of Time and Resources to
"Parallel Organisation" Activity.

6. In your school, what proportion of contractual time is set aside for thinking about and developing new ways of doing things, establishing goals, and planning how they are to be achieved?

- more than 40%.....1
- 30-40%.....2
- 20-30%.....3
- 10-20%.....4
- 5-10%.....5
- less than 5%.....6

7. Are teachers expected to continue this work in their spare time?

- Yes.....1
- No.....2

8. Do teachers continue this work in their spare time?

- Often.....1
- Usually.....2
- Occasionally.....3
- Hardly ever.....4

9. How readily available are the human and financial resources needed to put new ideas into effect?

- Very readily available.....1
- Obtainable with effort.....2
- Difficult to obtain.....3
- Very difficult to obtain....4

10. When resources are being re-allocated to new activities how much consultation is there as to which activities are to be phased out or replaced?

- Usually enough.....1
- Sometimes enough.....2
- Generally little consultation.....3
- Very little consultation.....4

11. What proportion of the time allocated for task forces and committees is actually spent discussing such things as the goals to be achieved, how they are to be achieved, and how to overcome any problems encountered?

Nearly all the time on task.....1
More time on task than on side-issues.....2
More time on side-issues than on task.....3
Most of the time on side-issues.....4

Non-Hierarchical Structure

12. Are the various committees and task forces meeting in this school made up of people who possess very different talents and abilities but who have a common interest in the topic?

Usually.....1
Often, but not usually.....2
Occasionally.....3
Very rarely.....4

13. Do the groups communicate, and pool their findings, so that all groups have access to all the available information?

Often.....1
Frequently.....2
Occasionally.....3
Hardly ever.....4

14. Do the groups have overlapping membership to facilitate this communication?

Often.....1
Frequently.....2
Occasionally.....3
Hardly ever.....4

15. Do the committees form and dissolve, change their membership, etc as and when a particular problem is solved or its nature changes?

Most are permanent.....1
More are permanent.....2
More change and dissolve....3
Most change and dissolve....4

16. Do resources tend to be allocated to people according to seniority rather than their ability?

According to seniority or "who you know"...1
According to capacity for innovation.....2

17. How often are the superintendents and principals actually present in the school corridors, getting a feel for what needs to be done and who can best achieve it, and so as to be available to provide resources?

a) Principals

Always.....1
Usually.....2
Occasionally.....3
Hardly ever.....4

b) Assistant Superintendents

Always.....1
Usually.....2
Occasionally.....3
Hardly ever.....4

c) Superintendent

Always.....1
Usually.....2
Occasionally.....3
Hardly ever.....4

What seem to be the criteria for allocation of resources?

18. Are people free to act on their own initiative if they feel they have a good idea, rather than seeking formal approval?

Yes.....1
No.....2

19. What proportion of potentially important, but speculative or risky, ideas are not applied because it is difficult to get the required approval from management?

a) At classroom level

90% or more.....1
75-90%.....2
50-90%.....3
25-50%.....4
10-25%.....5
less than 10%.....6

b) More generally

90% or more.....1
75-90%.....2
50-90%.....3
25-50%.....4
10-25%.....5
less than 10%.....6

20. In your District, how strong is the feeling that the teachers' role is to teach, while the job of developing new curricula and new ways of doing things should be left to a separate policy-making group?

Strong feeling that teachers should only follow directives.....1
Generally believed that teachers should follow directives, but use some discretion.....2
Teachers expected to play some part in inventing new ways of meeting students' needs & improving the system.....3
Strong feeling that teachers should be innovators, always taking the initiative and acting creatively.....4

21. How well do the principals and superintendents know the particular talents of each member of staff?

a) Principals

Very well.....1
Well.....2
Not very well.....3
Very poorly.....4

b) Superintendents

Very well.....1
Well.....2
Not very well.....3
Very poorly.....4

22. Do they attend the various committees so as to obtain first-hand information, get to know the wider roles and areas of competence of staff, and be in a better position to allocate resources?

Often.....1
Frequently.....2
Occasionally.....3
Hardly ever.....4

Risk and Delegation of Responsibility

23. How adventurous is the staff approach to innovation i.e to what extent does it rely on hunches and risk-taking rather than carefully prepared plans?

Risky, ill-considered, and haphazard.....1
Adventurous, but monitored for effectiveness.....2
Initially adventurous, but not followed through.....3
Carefully considered but not planned in detail.....4
Very cautious and paper-plan oriented.....5

24. What proportion of the staff in your school are generally reluctant to initiate experimental activity, fearing repercussions if it fails?

a) In the classroom

90% or more.....1
75-90%.....2
50-75%.....3
25-50%.....4
10-25%.....5
less than 10%.....6

b) More generally

90% or more.....1
75-90%.....2
50-75%.....3
25-50%.....4
10-25%.....5
less than 10%.....6

Utilization of Multiple Talents

25. What proportion of the teachers in your school feel that their talents are not recognised, appreciated, and used in improving the quality of education?

- 90% or more.....1
- 75-90%.....2
- 50-75%.....3
- 25-50%.....4
- 10-25%.....5
- less than 10%.....6

26. Research has shown that successful innovation requires the deployment of many people in very different roles - as generators of ideas, lateral thinkers, testers of ideas and insights, co-ordinators, soothers of strained relationships, persuaders, motivators, publicists, resource-finders, problem-seekers and so on.

a) In your school, how much effort is put into identifying and capitalising upon these different talents among staff?

- A great deal of effort.1
- A moderate amount.....2
- Some effort.....3
- Very little effort.....4

b) How many different types of contribution seem to be valued and supported by colleagues in the school?

- Many different types.....1
- A considerable number.....2
- Only a few.....3
- Very few.....4

c) Does the ability to fill such roles show up in the formal evaluation and supervisory staff appraisal procedures?

- Usually.....1
- Frequently.....2
- Occasionally.....3
- Hardly ever.....4

27. Are deliberate attempts made to identify, develop, and capitalise upon the talents of new members of staff by involving them in the process of innovation?

- Usually.....1
- Quite often.....2
- Occasionally.....3
- Hardly ever.....4

28. Are efforts made to promote the development of their particular talents and areas of competence by placing them with others who share their motives and talents so that these people can act as role models?

- Usually.....1
- Quite often.....2
- Occasionally.....3
- Hardly ever.....4

29. To what extent does the Principal seem to think that it is a part of his or her job to assemble teams of people capable of making very different contributions to thinking about, planning, and executing innovative and other activities?

- Considers it a vital role.....1
- Considers it quite important.....2
- Considers it relatively unimportant.....3
- Does not consider it at all important.....4

30. How much opportunity do you get to actively participate in the management of the school, setting its goals, monitoring their achievement etc?

- A great deal.....1
- A considerable amount.....2
- Some.....3
- Very little.....4

31. Traditionally, educational change has occurred when some central body has prescribed what should be done, and teachers have carried out their directives. However, effective innovation involves teachers becoming aware of new things which might be done, embarking on a course of action without knowing for certain what will happen, monitoring the effects to learn more about the problem and the effectiveness of the strategy adopted, and then acting upon the information obtained.

In your school, how much opportunity is there to learn the sensitivities and skills required to undertake the step-wise process of trial, monitoring, improvement and retrial involved in innovation?

- A great deal.....1
- A considerable amount.....2
- Some.....3
- Very little.....4

External Activity

32. How much contact is there between the members of your staff and those of other schools or organisations also engaged in the process of innovation?

- A great deal.....1
- A considerable amount.....2
- Some.....3
- Very little.....4

33. In your school, how much effort is put into finding ways of influencing the following external constraints:

a) parental expectations

- A great deal.....1
- A considerable amount..2
- Some.....3
- Very little.....4

b) the expectations of those who determine national and state educational policy.

- A great deal.....1
- A considerable amount..2
- Some.....3
- Very little.....4

c) nationally standardised tests and test-based evaluations.

A great deal.....1
A considerable amount..2
Some.....3
Very little.....4

d) the expectations of employers

A great deal.....1
A considerable amount..2
Some.....3
Very little.....4

e) the social forces resulting in a need to evaluate people on a single "academic" scale rather than according to their other possible talents?

A great deal.....1
A considerable amount..2
Some.....3
Very little.....4

34. How many coalitions are formed between staff from different schools in order to influence constraints arising outside particular schools?

Very many.....1
A considerable number.....2
A few.....3
Very little.....4

35. How much liaison do the teachers in your school have with University research departments?

A great deal.....1
A considerable amount.....2
Some.....3
Very little.....4

36. How much of this liaison is long-term and designed to address particular problems you are having, rather than simply to advance the careers of the researchers?

A great deal.....1
A considerable amount.....2
Some.....3
Very little.....4

37. How easy is it for each of the following groups to initiate and take part in the research and development process?

a) Teachers

Very easy.....1
Easy.....2
Difficult.....3
Very difficult.....4

b) Parents

Very easy.....1
Easy.....2
Difficult.....3
Very difficult.....4

c) Students

Very easy.....1
Easy.....2
Difficult.....3
Very difficult.....4

Clarity

38. How clear are the staff in this school about what is to be achieved, how it is to be achieved, and how to find out whether it is being achieved?

a) What is to be achieved

Always clear.....1
Usually clear.....2
Often unclear.....3
Always confused.....4

b) How it is to be achieved

Always clear.....1
Usually clear.....2
Often unclear.....3
Always confused.....4

c) How to find out whether it has been achieved

Always clear.....1
Usually clear.....2
Often unclear.....3
Always confused.....4

39. How much effort is made to clarify what has been learned from a new activity or experiment, and how it is to be capitalised upon?

A great deal.....1
A considerable amount.....2
Some.....3
Very little.....4

Monitoring and Feedback

40. How much effort is made to assess all the effects - both positive and negative - of the educational programs in your school?

A great deal.....1
A considerable amount.....2
Some.....3
Very little.....4

How is the information obtained from these exercises used?

41. How often are there multi-interest monitoring groups - comprising administrators, teachers, parents, students and other members of the community - to ensure that action is taken on the basis of these assessments?

Always.....1
Often.....2
Sometimes.....3
Hardly ever.....4