

Description of other:

	g	1	2	3
		4	5	6
		7	8	9

4. How satisfied are you with the current provision of professional development for your teachers in each of the Arts disciplines?
[Please tick the applicable box for each discipline]

- A) Dance
 a) Very satisfied b) Satisfied c) Dissatisfied d) Very dissatisfied
- B) Drama
 a) Very satisfied b) Satisfied c) Dissatisfied d) Very dissatisfied
- C) Music
 a) Very satisfied b) Satisfied c) Dissatisfied d) Very dissatisfied
- D) Visual Arts
 a) Very satisfied b) Satisfied c) Dissatisfied d) Very dissatisfied

5. Please feel free to comment on any of your ratings above.

DANCE	1 2 3 4 5 6 7 8 9
DRAMA	1 2 3 4 5 6 7 8 9
MUSIC	1 2 3 4 5 6 7 8 9
VISUAL ARTS	1 2 3 4 5 6 7 8 9

6. How confident are you that the contracted professional development your school has received in the Arts will ensure that your school will be able to successfully implement the Arts Curriculum?

[Please tick the applicable box]

- a) Very confident b) Confident c) Unconfident d) Very unconfident

7. Please free feel to comment on your response to question 6.

1 2 3
4 5 6
7 8 9

Section 2: Planning for Future Professional Development in the Arts

8. Has your school made any plans for professional development in the Arts next year?
[Please tick the appropriate box]

- a) Yes
 b) No (If No, then please go to question 10)

9. If **YES**, please describe what you have planned for professional development in the Arts next year?

1 2 3
4 5 6
7 8 9

Section 3: Preparing for the Implementation of the Arts Curriculum

10. How important is each of the following aspects/provisions for successful implementation of the Arts Curriculum? *[Please tick the applicable box for each aspect/provision]*

A) *There is a clearly identified curriculum leader for each discipline within the Arts.*
 a) Very important b) Important c) Not particularly important d) Not at all important

B) *All teaching staff understand the philosophy of the Arts Curriculum.*
 a) Very important b) Important c) Not particularly important d) Not at all important

C) *All teaching staff understand the structure of the Arts Curriculum.*
 a) Very important b) Important c) Not particularly important d) Not at all important

D) *There are opportunities for all teaching staff to discuss issues of biculturalism associated with the implementation of the Arts Curriculum.*
 a) Very important b) Important c) Not particularly important d) Not at all important

E) *All teaching staff understand the practical challenges of implementing each of the Arts Curriculum disciplines.*
 a) Very important b) Important c) Not particularly important d) Not at all important

F) *Parents have opportunities to discuss the implementation of the Arts Curriculum.*
 a) Very important b) Important c) Not particularly important d) Not at all important

G) *Students have opportunities to discuss the implementation of the Arts Curriculum.*
 a) Very important b) Important c) Not particularly important d) Not at all important

11. Please feel free to add any comments regarding any of your responses to question 10. 1 2 3
4 5 6
7 8 9

Section 4: Implementing the Arts Curriculum

12. How do you implement the Arts disciplines within your school's Arts programme?

[Please tick the appropriate box]

- a) Each Arts discipline is taught separately
- b) All Arts disciplines are taught in collaboration with each other
- c) Arts disciplines are taught using a combination of separation and collaboration

13. Please indicate, for each of the following aspects of curriculum implementation, how manageable it has been for your school to provide for that aspect.

[Please tick the applicable box for each aspect]

A) *Complying with the mandatory requirements of the Arts Curriculum.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

B) *Balancing the Arts with competing curriculum demands within the timetable.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

C) *Providing specialised teaching staff for dance.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

D) *Providing specialised teaching staff for drama.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

E) *Providing specialised teaching staff for music.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

F) *Providing specialised teaching staff for visual arts.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

G) *Providing suitably resourced teaching spaces for dance.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

H) *Providing suitably resourced teaching spaces for drama.*

- a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

- I) *Providing suitably resourced teaching spaces for music.*
 a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult
- J) *Providing suitably resourced teaching spaces for visual arts.*
 a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult
- K) *Providing materials and equipment for dance.*
 a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult
- L) *Providing materials and equipment for drama.*
 a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult
- M) *Providing materials and equipment for music.*
 a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult
- N) *Providing materials and equipment for visual arts.*
 a) Very manageable b) Manageable c) Somewhat difficult d) Very difficult

Section 5: Staffing the Timetabled Curriculum

13. How many Full-time Equivalent (FTE) staff do you have teaching at your school?

Number of FTE teaching staff: _____

14. In 2001, which of the following types of staff are you using in the teaching of each of the four disciplines within the Arts Curriculum?
[Please tick all applicable boxes]

2001	Class Teacher (a)	Regular staff with discipline strength (b)	Paid external teacher (c)	Volunteer/ Parent help (d)	Teaching by visiting performers (e)	Ministry funded itinerant teachers of music (f)
A) Dance						
B) Drama						
C) Music						
D) Visual Arts						
E) Integrated						

15. Are you planning any changes in the types of people you will use to staff any of the Arts disciplines for 2002?
[Please tick the appropriate box]

- a) Yes
 b) No (If No, then please go to question 18)

16. If yes, please describe the probable changes here.

1 2 3
4 5 6
7 8 9

17. Have you provided release time for any teacher/s with leadership responsibility for the Arts Curriculum or any of the Arts disciplines?

- a) Yes
 b) No (If No, then please go to question 21)

18. Please indicate for which of these purposes this release time has been used for.
[Please tick all applicable boxes]

- a) School-wide planning
- b) Syndicate planning
- c) Inter-school Arts event planning
- d) Assessment
- e) Purchasing resources for specific Arts disciplines staff/volunteers
- f) Managing casual
- g) Performance Management
- h) Attending short courses
- i) Attending cluster group meetings events in your community
- j) Attending local Arts school's
- k) Attending regional conferences conferences
- l) Attending national
- m) Other *[Please describe below]*

Description of other:

n 1 2 3
 4 5 6
 7 8 9

19. For which of the Arts disciplines has this release time been provided?
[Please tick all applicable boxes]

- a) Dance
- b) Drama
- c) Music
- d) Visual Arts

20. Please feel free to add any general comments here that you might have about professional development in the Arts and/or the implementation of the Arts Curriculum in your school.

Thank you very much for your time in completing this questionnaire.

APPENDIX 2: 2001 PARTICIPANT PHONE INTERVIEW

Evaluating Professional Development for the Arts in the New Zealand Curriculum Participant Phone Interview

Primary Schools

1. **Just before we start** - have you completed the professional development programme designed to introduce the Arts Curriculum?
 - a) Yes
 - b) No
 - c) Other

This first set of questions looks at the type of professional development model you took part in. *Read in present tense if needed.*

2. Did you take part in:
 - a) The school wide model
 - b) The curriculum leadership model
 - c) Or both models?

3. Did you participate in your professional development as a class teacher, a curriculum leader or a discipline leader?
 - a) Class Teacher
 - b) Curriculum Leader
 - c) Discipline Leader (ask which disciplines)
 - ca) Dance
 - cb) Drama
 - cc) Music
 - cd) Visual Arts

4. In terms of your professional development with the college or school of education, how did the provider take into account your perceived needs and incorporate them in the planned model?

I will now ask you some questions about the implementation of the Arts curriculum in your class. *If necessary explain the context of these questions - Curriculum Stocktake is occurring at the same time and verify that these questions focus on the Arts Curriculum delivery and not other curriculum areas.*

5. What year level/s do you teach?

0 1 2 3 4 5 6 7 8 9

6. *We are interested in finding out approximately how many hours you would have taught by the end of this year in each discipline.*

... when you think about this question can you remember the hours most easily - weeks, terms, or some other method

... okay -- how many hours do you see yourself teaching dance a X

... how many hours do you see yourself teaching drama a X

... how many hours do you see yourself teaching music a X

... how many hours do you see yourself teaching visual arts a X

a) hrs

b) hrs

c) hrs

d) hrs

7. Have these hours increased from previous years?

a) Yes

b) No

8. **If 'yes'** As I read through the following factors indicate to me by saying 'yes' or 'no' to those factors, which have contributed in any way to the increase in hours.

a) Personal interest

b) School focus on the Arts

c) Syndicate focus on the Arts

d) The contracted professional development you received

e) The new Arts curriculum

9. Were there any other factors that contributed to your increased in teaching hours?

I will now ask you some questions about the implementation of the Arts curriculum in your school.

10. Have you experienced any problems in implementing your learning from the professional development you received?

a) Yes

b) No

11. Were these resolved?

a) Yes

b) No

12. How were these resolved?

13. Can you tell me about the strategies your school has in place to ensure that professional development in the Arts operates school-wide?
14. Which, if any, of these strategies have come from the professional development programme?
15. Have you taken part in any regional/national Arts networking with other schools/teachers?
 - a) Yes please elaborate
 - b) No

Finally I will ask you some questions concerning the philosophy of the Arts curriculum. May need to define multiple literacies - if so explain that it is communicating and interpreting in the Arts.

16. Can you tell me how the provider has promoted your understanding of multiple literacies in the arts?
17. *Was a definition provided to participant on multiple literacies?*
 - a) Yes
 - b) No
18. In your opinion, how important is it that you use the philosophy of multiple literacies to inform your planning and teaching?
19. Is there anything else you would like to add/say about your professional development for the Arts curriculum?
20. Have you got any questions about our research?
21. Would you like a summary of this report?
 - a) Yes
 - b) No

Thank you very much for your time...

APPENDIX 3: 2001 PROVIDER PHONE INTERVIEW

Evaluating Professional Development for the Arts in the New Zealand Curriculum Provider Phone Interview

The questions that I am going to ask you in the following interview concern the contracted professional development for the Arts you have been involved in. In the following questions we are interested in your answers as a facilitator in this contract.

This first set of questions looks at the type of professional development model you have and are currently using in your contract.

1. Did you work within:
 - a) The school wide model
 - b) The curriculum leadership model
 - c) Or both models?
2. What were the strengths of the “x” model in terms of changing teacher/school behaviour?
(repeat if both models used)
3. What were the weaknesses of the “x” model? *(repeat if both models used)*

The next set of questions is in relation to your role as a facilitator of professional development in the Arts.

4. Can you tell me how you:
 - a) ... took account of teachers’ perceived needs and incorporated them into the planned model?
 - b) ... helped teachers translate the philosophy of the curriculum into practical action?
 - c) ... supported teachers/principals in working through problems/issues in the school?
 - d) ... facilitated networking and ongoing support between teachers?

Now I will ask you some questions concerning the philosophy of the Arts curriculum.

5. What are your views of the multiple literacies emphasis in the Arts?
Ask for elaboration if needed

6. How important is it that the philosophy of multiple literacies is incorporated into the provision of professional development?
Ask for elaboration if needed

We finish this interview with a few reflective questions on your provision of Professional development.

7. Are you satisfied with the professional development models as they are?
a) Yes
b) No

c) Elaborate
8. What difficulties have you faced in meeting your contract obligations?
9. What would you do differently?
Why?
10. What strategies can you suggest to encourage regional/national networking?
11. Is there anything else you wish to add/say about the implementation of professional development in the Arts?
12. Have you got any questions about our research?

Thank you very much for your time ... We will be sending a summary of the interim report to your college/school of education.

APPENDIX 4: 2002 PRINCIPAL PHONE INTERVIEW

Evaluating Professional Development for the Arts in the New Zealand Curriculum

Principal Phone Interview (2002)

This first set of questions concerns the leadership and facilitation of the Arts curriculum in your school.

1. Does your school have a curriculum leader for the Arts Curriculum as a whole?

- 1) Yes
2) No *-go to question 3*

2. If 'yes' for question 1: Does your school use the Arts curriculum leader for:

- a) resource development
b) programming and planning
c) whole staff professional development
d) communication with other regional schools
e) communication with community arts specialists
f) facilitation and co-ordination of discipline specific leaders
g) other *Please Explain*

3. a) Does your school have specific Arts discipline leaders?

1) Yes

b) Which disciplines?

- a) Dance
b) Drama
c) Music
d) Visual Arts

2) No - *and if no question 1 go to 9*

4. Does your school use discipline leader/s in the Arts for:

- a) resource development
b) programming and planning
c) whole staff professional development
d) communication with other regional schools
e) communication with community arts specialist
f) other *Please Explain*

5. a) Is the use of discipline leaders the same in all Arts disciplines?

- 1) Yes
2) No *please explain*

6. a) Does your school offer any specific support to leaders in the Arts to ensure that their learning from the professional development spreads across the whole school?
- 1) Yes *please explain*
- 2) No
7. a) Does your school intend to provide a different kind or level of support next year?
1. Yes *Please explain*
2. No *go to question 9*

8. What are your school's reasons for these changes?

The following questions concern the resourcing of the Arts Curriculum. In these questions the term 'resources' can mean anything from actual physical resources to people resources.

9. Could you please indicate which of the following resources your school and Board has provided to assist staff in the implementation of the Arts curriculum?
- a) dance specific resources
- b) drama specific resources
- c) music specific resources
- d) visual arts specific resources
- e) release time
- f) disposable resources
- g) additional teaching space (either new or changes to existing spaces in your school)
- h) opportunities for teachers to share of discipline strengths with other teachers
- i) opportunities to use community arts people
- j) other - *Please explain*
10. How did your school decide the priorities for this resourcing?

These questions look at the Arts networks your school has with other schools.

11. Can you recall any forms of Arts networking your school has had involvement with?
- 1) Yes
- 2) No - *go to question 14*
12. Which of the following forms of Arts networking with other schools has your school been involved in?
- a) school cluster groups developed through the contracted professional development
- b) school clusters groups developed outside the contracted development
- c) subject association networks
- d) community Arts group network
- e) after school workshops with other schools
- f) REAP involvement
- g) through regional advisory services
- h) internet listservs
- i) interactive educational web-sites
- j) other - *Please explain*

13. What has your school gained from this networking?

This group of questions concerns the delivery and implementation of the Arts curriculum in your school.

14. How has the contracted professional development contributed to the ways in which your school delivers the Arts curriculum?

15. In terms of meeting the mandatory requirements of the curriculum what aspect has your school found the easiest to implement?

16. In terms of meeting the mandatory requirements of the curriculum what aspect has your school found the most difficult to implement?

17. a) Have you overcome this difficulty?

1) Yes - *Please explain*

2) No

3) On-going

18. What will be the greatest challenge for your school's further implementation of the Arts?

This set of questions looks at any changes your school has planned to the delivery of the Arts curriculum.

19. a) Is your school planning any changes in the staffing allocation for any of the disciplines for 2003?

1) Yes - *Please explain*

2) No

20. Does your school intend or expect to take part in further Arts professional development?

1) Yes

2) No - *go to question 23*

21. As I read out the following short list please respond **yes** or **no** to the point raised. Which of the following sources does your school intend to use for future Arts professional development:

a) the current providers of Arts professional development

b) advisory services

c) community members with Arts expertise

d) internet delivered professional development

e) other - *Please explain*

22. What discipline or disciplines will your school focus on?

a) Dance

b) Drama

c) Music

d) Visual Arts

Finally we have a wrap up question and some questions concerning the rest of our research.

23. Is there anything you would like to add about your school's experiences with the professional development and with the implementation of the new Arts curriculum?
24. Part of our research requirement involves looking at how schools are timetabling the Arts in 2002 and are planning to implement the Arts in 2003. Would your school be able to provide us with examples of long-term planning in the Arts throughout this year and into 2003?
- a) Yes *talk about fax or post details*
- b) No
25. We are also interested in finding out about teachers' experiences of the contracted professional development for the new curriculum. Can you think of a teaching staff member who participated in the professional development who may be able to share their experiences in a phone interview?
- a) Yes *explain procedure of contact - fax*
- b) No
26. That concludes the interview, do you have any questions about our research?
27. Would you like a summary of this report?
- 1) Yes
- 2) No

Thank you for your time

APPENDIX 5: 2002 PARTICIPANT PHONE INTERVIEW

Evaluating Professional Development for the Arts in the New Zealand Curriculum Participant Phone Interview (2002)

First I will ask you some questions about your role in your school and the type of professional development model in which you took part.

1. How many years have you been teaching?

Ask as an open question but circle most appropriate

<1 year 1 to 3 years 3.5 to 7 years >7 years

2. How many years have you been teaching at your current school?

Ask as an open question but circle most appropriate

<1 year 1 to 3 years 3.5 to 7 years >7 years

3. What year levels do you currently teach?

0 1 2 3 4 5 6 7 8 9
10 11 12 13

4. a) Did you take part in:

- 1) the school wide model
- 2) the curriculum leadership model
- 3) or both models
- 4) other *please explain?*

5. In attempting to take into account your needs and incorporate them into the professional development model which of the following did the provider do?

- a) communicated with you or your colleagues before the professional development
- b) liased with the principal and senior staff regarding needs
- c) used electronic contact with you or your colleagues
- d) used a form of assessment prior to the professional development to ascertain needs
- e) used a form of assessment in the first pd session to ascertain needs
- f) allowed teachers to choose which arts disciplines they needed development in
- g) clustered your school with other schools with similar needs in your geographic location
- h) changed the planned professional development programme as needs arose
- i) other *please explain?*

6. Did you participate in your professional development as:
- a) Class Teacher? *If a) only go to question 13*
 - b) Discipline specific teacher (ask which disciplines)? *If b) only go to question 13*
 - a) Dance
 - b) Drama
 - c) Music
 - d) Visual Arts
 - c) Curriculum Leader? *If c) go to question 7*
 - d) Discipline Leader (ask which disciplines)? *If d) go to question 8*
 - a) Dance
 - b) Drama
 - c) Music
 - d) Visual Arts

These questions concern you in your role as a curriculum or discipline leader and your role in the implementation of the Arts Curriculum

7. As a curriculum leader have you taken responsibility for any of the following?
- a) Resource development
 - b) Programming and planning
 - c) Staff professional development
 - d) Communication with other schools
 - e) Communication with community arts specialists
 - e) Facilitation and co-ordination of discipline specific leaders
 - f) Other *Please explain*
8. As a discipline leader have you taken responsibility for any of the following?
- a) Resource development
 - b) Programming and planning
 - c) Staff professional development
 - d) Communication with other schools
 - e) Communication with community arts specialists
 - f) Other *Please explain*

9. Can I ask you now to reflect on your role as a curriculum leader. As a curriculum/discipline leader, what has been the single most positive aspect of your leadership role?

10. As a curriculum/discipline leader, what has been the single most difficult aspect of your leadership role?

11. Have you overcome this difficulty?

- 1) Yes
- 2) No *Go to question 13*
- 3) On-going *Go to question 13*

12. How have you overcome this difficulty?

I will now ask you some questions about the implementation of the Arts curriculum in your school.

13. Have you experienced any problems in implementing your learning from the professional development you received?
- 1) Yes
 - 2) No *go to question 17*
14. Could you please tell me what the problems your experienced were?
15. Were these (was this) problem/s resolved?
- 1) Yes
 - 2) No *go to question 17*
 - 3) On-going *go to question 17*
16. In the resolution of these (this) problem/s which of the following factors contributed:
- a) whole staff involvement in the implementation of the learning from the professional development
 - b) individual input of school Arts staff after the professional development
 - c) help from the professional development providers
 - d) help from advisors
 - e) other - *please elaborate*
17. When you were participating in the professional development, which of the following strategies did your school use to ensure that the professional development learning in the Arts spread across the whole school?
- a) existing professional development systems
 - b) effective use of arts curriculum or discipline leaders
 - c) effective use of staff meetings
 - d) conscious use of contracted professional development learning
 - e) conscious use of opportunities provided through the contracted professional development
 - f) a staged approach to curriculum implementation
 - g) other - *please elaborate*
18. In this question as I read through the responses you just gave me could you please indicate which, if any, of these strategies were initiated by the professional development provider?
- a) effective use of arts curriculum or discipline leaders
 - b) effective use of staff meetings
 - c) conscious use of contracted professional development learning
 - d) conscious use of opportunities provided through the contracted professional development
 - f) a staged approach to curriculum implementation
 - g) other - *read responses to 17 out*

The following set of questions look at your experiences networking with other schools and teachers.

19. Have you been involved in any Arts networking with other schools?

- 1) Yes
2) No - go to question 13

20. Which of the following forms of Arts networking with other schools have you been involved in?

- a) school clusters groups developed through the contracted professional development
b) school cluster groups developed outside the contracted development
c) subject association networks
d) community Arts group network
e) after school workshops with other schools
f) REAP involvement
g) through regional advisory services
h) internet listservs
i) interactive educational websites
j) other - Please explain

21. What have you gained from the networking?

22. a) Have you used any interactive educational websites such as TKI or Arts-On-Line?

- 1) Yes - Please explain
2) No

23. When you used the/these website(s) which of the following did you use it/them for:

- a) a ready-made downloadable teaching resource
b) an on-line student activity
b) planning ideas
c) planning templates
d) assessment ideas
e) access to exemplars
f) teaching ideas
g) interaction with other teachers
h) help in learning how to use an arts tool or resource (e.g. pottery kiln, music computer programme, stage lighting, costuming, etc)
i) searching for purchasable resources
j) other - Please explain

Finally I will ask you some questions concerning the philosophy of the Arts curriculum.

24. What is your understanding of the philosophy of the Arts curriculum?

25. Which of the following did the provider do to promote your understanding of the philosophy of the arts curriculum

- a) openly discussed the philosophy and related it to the curriculum
b) discussed and guided participants through the curriculum document
c) modelled in their own teaching the philosophy of the curriculum
d) linked the philosophy to the prior knowledge of teachers
e) covered terminology of the disciplines as a way of conveying the philosophy
f) other - Please explain

26. On a five-point scale, with 1 being very essential and 5 irrelevant, how important is it that you use the philosophy of the Arts curriculum to inform your planning and teaching?

1 2 3 4 5

27. Could you please explain to me why you chose .. (*give response to 26*) as your rating.

28. Of the four Arts disciplines, in which one do you feel most confident as a teacher?

- 1) Dance
- 2) Drama
- 3) Music
- 4) Visual Arts

29. For [above discipline] in which of the following four strands do you have the most confidence in your teaching practices?

- 1) Practical knowledge
- 2) Developing Ideas
- 3) Communicating and Interpreting
- 4) Arts in Context

30. For [above discipline] in which of the following four strands do you have the least confidence in your teaching practices?

- 1) Practical knowledge
- 2) Developing Ideas
- 3) Communicating and Interpreting
- 4) Arts in Context

31. We have just looked at the discipline you feel confident with, could you now please tell me in which of the four Arts disciplines do you feel least confident as a teacher?

- 1) Dance
- 2) Drama
- 3) Music
- 4) Visual Arts

32. For [above discipline] in which of the following four strands do you have the most confidence in your teaching practices?

- 1) Practical knowledge
- 2) Developing Ideas
- 3) Communicating and Interpreting
- 4) Arts in Context

33. For [above discipline] in which of the following four strands do you have the least confidence in your teaching practices?

- 1) Practical knowledge
- 2) Developing Ideas
- 3) Communicating and Interpreting
- 4) Arts in Context

34. a) As a consequence of the professional development, has the way in which you teach the Arts changed?

Prompts: Provision and practice, if a first-year teacher - in the course of the year or in the course of the professional development

1) Yes *Please explain*

2) No

35. a) With the introduction of the new Arts curriculum have you noticed any changes in the ways in which students learn in the Arts?

Prompts: Process - the ways in which students are learning, attitudes

1) Yes *Please explain*

2) No

36. a) Is it possible to relate any of these student changes to your own learning from the professional development?

1) Yes *Please explain*

2) No

37. Is there anything else you would like to add/say about your professional development for the Arts curriculum?

38. Have you got any questions about our research?

39. Would you like a summary of this report?

1) Yes *Collect details on separate sheet*

2) No

Thank you very much for your time...

APPENDIX 6: 2002 PROVIDER PHONE INTERVIEW

Evaluating Professional Development for the Arts in the New Zealand Curriculum Provider Phone Interview (2002)

The questions that I am going to ask you in the following interview concern the contracted professional development for the Arts you have been involved in. In the following questions we are interested in your answers as a facilitator in this contract.

This first set of questions looks at the type of professional development model you have and are currently using in your contract.

1. How long have you been involved in the Arts professional development contract?

2 years 1.5 years 1 years 6 months or less

2. In the contract, did you work within:
a) The school wide model – go to questions 3/4/7
b) The curriculum leadership model – go to questions 5/6/8
c) Or both models? – go to questions 3 to 8

3. ***If 2 or 1.5 years in question 1: School-Wide model***
This year, did the delivery of the school-wide model change in any way from what was delivered in 2001?
a) Yes – *please explain*
b) No

4. Do you feel that the school-wide model benefited from these changes to delivery?
a) Yes – *please explain*
b) No – *please explain [wording]*

5. ***If 2 or 1.5 years in question 1: Curriculum Leadership model***
This year, did the delivery of the curriculum leadership model change in any way from what was delivered in 2001?
a) Yes – *please explain*
b) No

6. Do you feel that the curriculum leadership model benefited from these changes to delivery?
a) Yes – *please explain*
b) No – *please explain [wording]*

7. In general, how has the experience of working within a **school-wide model** been for you?

8. In general, how has the experience of working within a **curriculum leadership model** been for you?

The next set of questions is in relation to your role as a facilitator of professional development in the Arts. Most of these questions just require a yes or no response. We Gathered a range of answer from all six providers last year and we are keen to see if the

overall range of practices has changed. Because these practices came from 11 people from six different providers there will probably be some that don't apply to you individually.

9. When you attempted to take into account and incorporate teachers' needs into the planned model did you:
- a) communicate with participating teachers/staff before the professional development
 - b) liaise with the principal and senior staff regarding staff needs
 - c) use electronic contact with participants
 - d) use a form of assessment prior to the professional development to ascertain needs
 - e) use a form of assessment in the first pd session to ascertain needs
 - f) allow teachers to choose which arts disciplines they needed development in
 - g) cluster schools with similar needs in a specific geographic location
 - h) change the planned professional development programme as needs arose
 - i) other *please explain?*
10. In supporting teachers and principals in working through Arts curriculum implementation problems/issues in the school did you:
- a) seek to maintain some form of approachability so that problems/issues could be discussed with yourself
 - b) attempt to obtain and sustain principal and management support throughout the contract
 - c) use school staff meetings as a time to discuss issues/problems
 - d) provide practical examples, such as resources, resource lists or work samples
 - e) act as an observer in planning meetings
 - f) provide role modelled examples of lessons
 - g) organise cluster group meetings
 - h) other *please explain?*
11. In the facilitation of networking and ongoing support between teachers did you
- a) use contracted clusters of schools to encourage networking
 - b) involve professional subject networks
 - c) encourage participants to use listservs or other forms of ITC support
 - d) involve community arts professionals in the professional development
 - e) involve other community education groups such as REAP
 - f) organise and run after-school workshops
 - g) other *please explain?*

Now I will ask you some questions concerning the philosophy of the Arts curriculum.

12. Can you tell me how you helped teachers translate the philosophy of the curriculum into practical action?
13. What are your views of the multiple literacy emphasis in the Arts?
Ask for elaboration if needed
14. When we asked 50 participants what they saw as the philosophy of the curriculum we received quite a range of responses. How comfortable are you that no single philosophy emerged?
Ask for elaboration if needed

We finish this interview with a few reflective questions on your provision of Professional development.

15. Have you been satisfied with the professional development model/s you helped to deliver this year?

a) Yes – *please explain*

b) No – *please explain*

16. What difficulties have you faced in meeting your contract obligations?

17. What would you do differently?

18. Why?

In the following two questions 'school type' refers to primary, intermediate, secondary and composite.

19. In the provision of professional development for the arts in your region what school type has benefited the most from your contract?

Please Elaborate

20. In the provision of professional development for the arts in your region what school type would need more focus in future contracts?

Please Elaborate

21. Finally, is there anything else you wish to add/say about the implementation of professional development in the Arts?

22. That concludes the interview. Now that we have finished have you got any questions about our research?

Thank you very much for your time ... We will be sending a summary of the interim report to your college/school of education.

APPENDIX 7: CASE STUDY PRINCIPAL INTERVIEW

Evaluation of Professional Development to Support the 'Arts in the New Zealand Curriculum'

Principal Interview

Some questions might not apply to you, feel free to ask me to move onto the next question.

- 1) What was your initial reaction to the new Arts curriculum?
- 2) Did your school have any existing processes or prior experiences that aided in the implementation of the Arts curriculum?
Prompts: Professional development policies, curriculum implementation plans, something specific relating to the nature of the school (staff, etc)
 - a) Yes *Please explain*
 - b) No
- 3) In the implementation of the new Arts curriculum, what challenges have you personally had to try to overcome?
- 4) Have you overcome these challenges?
 - a) Yes *Please explain*
 - b) No
- 5) Have there been elements of the Arts curriculum's requirements that you personally have been (or feel will be) able to implement with relative ease?
 - a) Yes *Please explain*
 - b) No
- 6) What has made this relative ease of implementation possible?
- 7) Has the process of implementing the Arts curriculum changed the way you view arts education?
 - a) Yes *Please explain*
 - b) No
- 8) How confident do you feel staff are now with the Arts curriculum document?
- 9) What has built their confidence
- 10) What has stalled or inhibited their confidence
- 11) What have been some obstacles for staff in meeting the document's requirements?
- 12) Have the teaching staff expressed any problems in interpreting what is required from the Arts curriculum document?
 - a) Yes *Please explain*
 - b) No

- 13) Have the teaching staff expressed any element of the document as being particularly helpful?
- a) Yes *Please explain*
- b) No
- 14) Are you aware of any teaching practice changes that occurred for your staff as a consequence of the professional development?
- a) Yes *Please explain*
- b) No
- 15) With the new Arts curriculum have you noticed any changes in the ways in which students learn in the Arts?
- Prompts: Process - the ways in which students are learning, attitudes*
- a) Yes *Please explain*
- b) No
- 16) In terms of implementing the new Arts curriculum what has worked well in terms of managing the pace of change?
- 17) In terms of implementing the new Arts curriculum what didn't work well in terms of managing the pace of change?

This next set of questions looks at the support mechanisms in place for staff and yourself during this time of curriculum implementation.

- 18) How have the staff supported each other during the curriculum implementation?
- 19) As a principal in implementing the Arts curriculum, who have been your main sources of support within your school?
- Tick off as mentioned or use the following as prompts:*
- a) Teaching staff
- b) Heads of departments
- c) BoT
- d) Students
- e) Other *Please write sources mentioned*
- 20) In what ways have these sources given you support?
- 21) As a principal in implementing the Arts curriculum, who have been your main sources of support outside of your school?
- Tick off as mentioned or use the following as prompts:*
- a) Parents
- b) The providers
- c) Arts advisors
- d) Community arts specialists
- e) Arts associations
- f) Subject networks
- g) Other principals
- h) Principals Association
- i) Ministry of Education
- j) Other *Please write sources mentioned*

22) In what ways have these sources given you support?

Your school participated in the [name model/s] from [name institution]. These questions concern your school's experiences of this model?

23) Why did your school choose this particular models (or these particular models)?

Prompts: factors taken into account

24) What have been some strengths of this model for your school?

25) What have been some issues with this model for your school?

The following questions investigate the place of the model chosen by your school in the wider professional development framework. This is in terms of other support offered teachers, and school planning for future development.

26) In addition to contracted professional development, does your school offer any of the following forms of professional development support for teachers?

- a) None contract only
- b) Teacher release time
- c) Access to the internet for pd resources
- d) Assistance to network with other schools (expand)
- e) Staff mentoring
- f) Other (explain)

27) How are you feeling about continuing development of the Arts in your school over the next 2-3 years?

28) What is this feeling based on?

29) What does your school have in place to assist teaching and resource staff with the implementation of the arts over the next 2-3 years?

Prompts: policies, procedures, resources (people, assets)

Finally, we finish with some general questions

30) If a school similar to yours was going to start professional development in the Arts what advice would you give them?

31) Can you recall any example to indicate how the community has reacted to your school's implementation of the Arts curriculum?

- a) Yes *Please explain*
- b) No

32) Has the implementation of the Arts curriculum aided your school in meeting the diversity of students and their families in the school community?

- a) Yes *Please explain*
- b) No *Please explain*

33) Is there anything you would like to add about your experience as a principal in implementing the new Arts curriculum?

APPENDIX 8: CASE STUDY HEAD OF DEPARTMENT INTERVIEW

Evaluation of Professional Development to Support the 'Arts in the New Zealand Curriculum'

Case Study Interviews

Head of Department Interview

Some questions might not apply to you, feel free to ask us to move onto the next question.

These first questions concern your school's experience of preparing for, and implementing the new Arts curriculum.

1. What was your initial reaction to the new Arts curriculum?
2. Did your school have any existing processes or prior experiences that aided in the implementation of the Arts curriculum?
Prompts: Professional development policies, curriculum implementation plans, something specific relating to the nature of the school (staff, etc)
 - a) Yes *Please explain*
 - b) No
3. In the implementation of the new Arts curriculum, what challenges have you personally had to try to overcome?
4. Have you overcome these challenges?
 - a) Yes *Please explain*
 - b) No
5. Have there been elements of the Arts curriculum's requirements that you personally have been (or feel will be) able to implement with relative ease?
 - a) Yes *Please explain*
 - b) No
6. What has made this relative ease of implementation possible?
7. Has the process of implementing the Arts curriculum changed the way you view arts education?
 - a) Yes *Please explain*
 - b) No
8. How confident do you feel staff are now with the Arts curriculum document?
9. What has built their confidence
10. What has stalled or inhibited their confidence
11. What have been some obstacles for staff in meeting the document's requirements?

12. Have the teaching staff expressed any problems in interpreting what is required from the Arts curriculum document?
a) Yes *Please explain*
b) No

13. Have the teaching staff expressed any element of the document as being particularly helpful?
a) Yes *Please explain*
b) No

14. Are you aware of any teaching practice changes that occurred for your staff as a consequence of the professional development?
a) Yes *Please explain*
b) No

15. With the new Arts curriculum have you noticed any changes in the ways in which students learn in the Arts?
Prompts: Process - the ways in which students are learning, attitudes
a) Yes *Please explain*
b) No

16. In terms of implementing the new Arts curriculum what has worked well in terms of managing the pace of change?

17. In terms of implementing the new Arts curriculum what didn't work well in terms of managing the pace of change?

This next set of questions looks at the support mechanisms in place for staff and yourself during this time of curriculum implementation.

18. How have the staff supported each other during this time of curriculum implementation?

19. As a head of department in implementing the Arts curriculum, who have been your main sources of support within your school?

Tick off as mentioned or use the following as prompts:

- a) Teaching staff
- b) Heads of departments
- c) The principal
- d) BoT
- e) Students
- f) Other *Please write sources mentioned*

20. In what ways have these sources given you support?

21. As a head of department in implementing the Arts curriculum, who have been your main sources of support outside of your school?

Tick off as mentioned or use the following as prompts:

- a) Parents
- b) The providers
- c) Arts advisors
- d) Community arts specialists
- e) Arts associations
- f) Subject networks
- g) Other schools
- h) Other *Please write sources mentioned*

22. In what ways have these sources given you support?

23. How has the relationship been in general between your school and the Arts professional development providers?

24. During the professional development, did you have any disagreement with the ideas or suggestions of the Arts professional development providers at any time?

- a) Yes
How did you deal with these differences of opinion
- b) No

Your school participated in the [name model/s] from [name institution]. These questions concern your school's experiences of this model?

25. Why did your school choose this particular models (or these particular models)?

Prompts: factors taken into account

26. What have been some strengths of this model for your school?

27. What have been some issues with this model for your school?

The following questions investigate the place of the model chosen by your school in the wider professional development framework. This is in terms of other support offered teachers and school planning for future development.

28. In addition to contracted professional development, does your school offer any of the following forms of professional development support for teachers?

- a) None contract only
- b) Teacher release time
- c) Access to the internet for pd resources
- d) Assistance to network with other schools (expand)
- e) Staff mentoring
- f) Other (explain)

29. How are you feeling about continuing development of the Arts in your school over the next 2-3 years?

30. What is this feeling based on?

31. What does your school have in place to assist teaching and resource staff with the implementation of the arts over the next 2-3 years?
Prompts: policies, procedures, resources (people, assets)

Finally, we finish with some general questions

32. If a school similar to yours was going to start professional development in the Arts what advice would you give them?
33. Can you recall any example to indicate how the community has reacted to your school's implementation of the Arts curriculum?
a) Yes *Please explain*
b) No
34. Has the implementation of the Arts curriculum aided your school in meeting the diversity of students and their families in the school community?
a) Yes *Please explain*
b) No *Please explain*
35. Is there anything you would like to add about your experience as a head of department in implementing the new Arts curriculum?

Thank you for your time

APPENDIX 9: CASE STUDY TEACHER INTERVIEW

Evaluation of Professional Development to Support the 'Arts in the New Zealand Curriculum'

Case Study Interviews

Teacher Interview

Some questions might not apply to you, feel free to ask us to move onto the next question.

- 1) In terms of the Arts Curriculum, are you a general classroom teacher, Arts discipline specific teacher, curriculum leader or an Arts discipline leader?

N.B. more than one may apply

- a) General classroom teacher
b) Arts discipline teacher
 a) Dance
 b) Drama
 c) Music
 d) Visual Arts
c) Curriculum leader
d) Discipline leader
 a) Dance
 b) Drama
 c) Music
 d) Visual Arts

This set of questions relates to your role as a teacher of the Arts, the experiences you have had implementing the Arts curriculum and of integrating the learning from the contracted professional development to your practice.

- 2) As a consequence of the professional development has the way in which you teach the Arts changed?

Prompts: Provision and practice

- a) Yes *Please explain*
b) No

- 3) With the new Arts curriculum have you noticed any changes in the ways in which students learn in the Arts?

Prompts: Process - the ways in which students are learning, attitudes

- a) Yes *Please explain*
b) No

- 4) Is it possible to relate any of these student changes to your own learning from the professional development?

- a) Yes *Please explain*
b) No

- 5) Has the Arts professional development influenced the way you teach other curriculum areas?
- a) Yes *Please explain*
- b) No

The following questions look more specifically at the Arts curriculum and your experiences in coming to grips with it.

- 6) Since you started using the new curriculum have you had any particularly challenging moments in teaching the Arts ?
- a) Yes
- a) How did you resolve that moment
- (a) Resolved by ...
- (b) Couldn't resolve the moment at that time
- (c) Unresolvable
- b) No
- 7) Did the challenge we have just talked about influence your teaching?
- a) Yes *Please explain*
- b) No *Please explain*
- 8) Did the challenge influence your feelings about yourself as a teacher?
- a) Yes *Please explain*
- b) No *Please explain*
- 9) Have you had any problems interpreting what is required by the curriculum?
- a) Yes *Please explain*
- b) No

10) What have you found particularly helpful in the Arts document?

11) a) What is your understanding of the philosophy of the Arts curriculum?

b) On a five-point scale, with 1 being very essential and 5 irrelevant, how important is it that you use the philosophy of the Arts curriculum to inform your planning and teaching?

1 2 3 4 5

c) Could you please explain to me why you chose .. (*give response to 26*) as your rating.

This section for curriculum leadership model only

- 12) As a curriculum or discipline leader have you taken responsibility for any of the following?
- a) Resource development
 - b) Programming and planning
 - c) Whole staff professional development
 - d) Communication with other schools
 - e) Communication with community arts specialists
 - f) Other *Please explain*
- 13) What has worked well for your school's approach to using discipline/curriculum leaders in the Arts?
- 14) In the implementation of the new Arts curriculum, what challenges have you personally had to try to overcome?
- 15) Have you overcome these challenges?
- a) Yes *Please explain*
 - b) No
- 16) Overall how have you experienced the role and responsibilities of curriculum/discipline leader?
- 17) If a school similar to yours was going to start using a curriculum leadership approach in the Arts what advice would you give them?

These questions look at the wider context of your school and how the learning from professional development is incorporated across the school.

- 18) What do you feel your school does well to ensure that the learning from the Arts professional development spreads across the whole school?
Prompts: teacher knowledge, planning and programming, teacher resourcing, practical application issues
- 19) What do you feel your school could improve on to ensure that the learning from the Arts professional development spreads across the whole school?
Prompts: teacher knowledge, planning and programming, teacher resourcing, practical application issues
- 20) In terms of implementing the new Arts curriculum, for your school [*emphasise*], what has worked well in terms of managing the pace of change?
- 21) In terms of implementing the new Arts curriculum, for your school [*emphasise*], what didn't work well in terms of managing the pace of change?

22) As a teacher implementing the Arts curriculum, who have been your main sources of support within your school?

Tick off as mentioned or use the following as prompts:

- a) Other teaching staff
- b) Heads of Departments
- c) Principal
- d) BoT
- e) Students
- f) Other *Please write sources mentioned*

23) In what ways have these sources given you support?

24) As a teacher implementing the Arts curriculum, who have been your main sources of support outside of your school?

Tick off as mentioned or use the following as prompts:

- a) Parents
- b) The providers
- c) Arts advisors
- d) Community arts specialists
- e) Arts associations
- f) Subject networks
- g) Teachers from other schools
- h) Community arts specialists
- i) Other *Please write sources mentioned*

25) In what ways have these sources given you support?

26) How has the relationship been in general between your school and the Arts professional development providers?

27) During the professional development, did you have any disagreement with the ideas or suggestions of the Arts professional development providers at any time?

- a) Yes
 - a) How did you deal with these differences of opinion
- b) No

Finally just some general questions

28) How has your community reacted to your school's implementation of the Arts Curriculum?

29) How are you feeling about the continuing implementation of the Arts in your school over the next 2–3 years?

30) How are you feeling about the continuing implementation of the Arts in your classroom over the next 2–3 years?

31) If a school similar to yours was going to start professional development in the Arts what advice would you give them?

32) Is there anything you would like to add about your experience implementing the new Arts curriculum?

Thank you for your time

APPENDIX 10: CASE STUDY STUDENT INTERVIEW

Evaluation of Professional Development to Support the 'Arts in the New Zealand Curriculum'

Case Study Interviews

Student Focus Group

The questions designed for this interview cover the four strands in the Arts Curriculum ((1) practical knowledge, (2) developing ideas, (3) communicating and interpreting, and (4) arts in context). Under each question the strand the question covers is bracketed.

The group will be audio-taped so that the interviewer is free to concentrate on 'process' (that is management), rather than transcribing –unless students prefer to have response recorded without taping.

Okay, have a talk amongst yourselves and choose together one project that you did in dance, drama, music or visual arts in your class this year.

Attempt to get dance and drama in the first two case studies - (this will increase chance that all four disciplines will be covered)

Group talks for about two minutes on different arts projects.

Okay for now on only one person speaks at a time and we are going to talk a bit more about [name the project] decided by children.

- 1) What did you make in this project?
(123)
- 2) What made you (excited) about doing [name project]?
(2)
- 3) Do you feel that if you hadn't learnt something about [name project] that you would have been able to make [name product]?
(13)
- 4) Okay, what were some of the little things you learnt that helped to understand what to do when you were making [name product]?
(123)
 1. Which of these ideas do you think you might use again?
- 5) What did you do with [name product] when you finished?
(4)
- 6) Now that you have finished [name product] where are some of the places you think it could be shown again?
(4)

- 7) What do like best about working in the Arts?
- 8) How does your learning in the Arts help in other areas of your life? or Do you do Arts type activities outside school?
- 9) Over the last two years, have you noticed any changes in the way you do Arts in school?

Professional Development in Implementing the Arts, 2002

This information is being gathered to help inform both the providers of professional development in the Arts and a formal evaluation of the professional development provided. The formal evaluation, which is being commissioned by the Ministry of Education, is not intended to evaluate individual providers or facilitators, but to gain a nationwide picture.

Name: _____

Instructions

This questionnaire is in two sections.

- Section 1 contains questions that are to be completed at the beginning of the professional development programme. When you have completed this section, please hand the questionnaire to your facilitator.
- Section 2 is to be completed on completion of your programme. For this reason, could you please provide your name in the box above. This front cover can be removed once you have completed Section 2, before handing the questionnaire back to your facilitator.

This questionnaire has been developed to cover one-day workshops as well as longer programmes. Thus while Q2C and Q8 are the same, the answer may differ for some participants.

If you have any questions regarding the questionnaire please initially direct them at the facilitator. Otherwise contact the regional project director.

Confidentiality

Any report published as a result of the formal evaluation will not identify individual participants or schools.

***For photocopying purposes please
ensure this page is included.***

Professional Development in Implementing the Arts, 2002

Provider number: 367-1078

To be completed by facilitator

Name of programme: _____ a _____ b _____

Model: Whole School Curriculum Leadership
(please tick one)

SECTION 1

Code No:

BACKGROUND

NZCER use only

1. Name of your school _____

City/town, or nearest city/town _____

2A. Are you a *(tick one only)*

- a. teacher
- b. teaching principal
- c. principal
- d. other (specify) _____

2A e 1 2 3
4 5 6
7 8 9

2B. If you are a teacher or teaching principal, what year level(s) are the students you currently teach?
Tick as many as apply.

- a. Primary: Years 0-6
- b. Primary: Years 7-8
- c. Secondary: Years 9+

2C. Which discipline(s) do you currently teach?

- a. Dance
- b. Drama
- c. Music
- d. Visual Arts
- e. Not applicable, do not teach in the Arts

PROFESSIONAL DEVELOPMENT

In Q3 we would like you to identify the needs for your school as a whole. The following question (Q4), will ask you what the needs are for you personally.

3. Currently, what are the needs for your school in relation to implementing the Arts curriculum in the following areas?

For each of the areas in the table below, please LIST up to three main needs.

Then indicate whether you anticipate the professional development will assist you and your school in addressing the particular needs by circling the appropriate response.

Area	Needs	Expect PD will assist (please circle)
A. Staff having the appropriate knowledge/skills	1.	1 – Yes 2 – No
	2.	1 – Yes 2 – No
	3.	1 – Yes 2 – No
B. Planning and programming of the Arts curriculum in the long term (one year or more)	1.	1 – Yes 2 – No
	2.	1 – Yes 2 – No
	3.	1 – Yes 2 – No
C. Other	1.	1 – Yes 2 – No
	2.	1 – Yes 2 – No
	3.	1 – Yes 2 – No

4. Currently, in each of the following areas, what are your needs in relation to implementing the Arts curriculum in each of the four disciplines?
Only answer for the disciplines you teach.

For each of the areas in the table below, please LIST up to three main needs. Then indicate whether you anticipate the professional development will assist you in addressing the particular needs by circling the appropriate response.

Area	Dance		Drama		
	Needs	Expect PD to assist (please circle)	Needs	Expect PD to assist (please circle)	
A — — —	Knowledge of the discipline	1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
B — — —	Planning and programming	2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
C — — —	Teachers' resources	1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
D — — —	Practical application	1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
E — — —	Other	1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
F — — —		1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
G — — —		1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
H — — —		1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
I — — —		1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes
J — — —		1-Yes	1-Yes	1-Yes	1-Yes
		2-No	2-No	2-No	2-No
		1-Yes	1-Yes	1-Yes	1-Yes

4. Currently, in each of the following areas, what are your needs in relation to implementing the Arts curriculum in each of the four disciplines?
Only answer for the disciplines you teach.

For each of the areas in the table below, please LIST up to three main needs. Then indicate whether you anticipate the professional development will assist you in addressing the particular needs by circling the appropriate response.

Area	Music		Visual Arts	
	Needs	Expect PD to assist (please circle)	Needs	Expect PD to assist (please circle)
K — — —	Knowledge of the discipline	1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
L — — —	Planning and programming	1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
M — — —	Teachers' resources	1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
N — — —	Practical application	1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
O — — —	Other	1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
P — — —		1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
Q — — —		1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
R — — —		1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
S — — —		1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes
T — — —		1- Yes	1- Yes	1- Yes
		2- No	2- No	2- No
		1- Yes	2- No	1- Yes

5. What else do you hope to get from the professional development? 5 1 2 3
4 5 6
7 8 9

If you are not teaching in the Arts please finish here and hand the questionnaire to your facilitator.
Thank you

TEACHING THE ARTS

6. How confident are you in planning and teaching each of the Arts disciplines to your class?
Please tick.

	Very confident	Confident	Have some confidence	Have little confidence	Not applicable, do not teach
	a	b	c	d	e
a. Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment 6e 1 2 3
4 5 6
7 8 9

7. How would you rate your knowledge, skills and understanding in each of the four Arts disciplines as outlined in *The Arts in the New Zealand Curriculum*?

	Very good	Good	Limited	Very limited	Not applicable, do not teach	Not applicable, not familiar enough with the document
	a	b	c	d	e	f
a. Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment 7e 1 2 3
4 5 6
7 8 9

Please stop here and hand the questionnaire to your facilitator.
Thank you

SECTION 2

BACKGROUND

8. Which discipline(s) do you currently teach?

- a. Dance
- b. Drama
- c. Music
- d. Visual Arts
- e. Not applicable, do not teach in the Arts

THE PROFESSIONAL DEVELOPMENT

9. In Q3 you may have identified some needs for your school that you expected the professional development would assist you in addressing. In general, how well did it do this? *Please tick.*

	Very well	Well	Not very well	Not at all well	Not applicable, no needs
	a	b	c	d	e
a. Staff having the appropriate knowledge/skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning and programming of the Arts curriculum in the long term (one year or more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment

9d 1 2 3
4 5 6
7 8 9

10. In Q4, you may have identified some needs that you expected the professional development would assist you in addressing. In general, how well did it do this? *Please tick.*

A. DANCE	Very well	Well	Not very well	Not at all well	Not applicable, no needs
	a	b	c	d	e
a. Knowledge of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning and programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers' resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practical application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. DRAMA	Very well	Well	Not very well	Not at all well	Not applicable, no needs
	a	b	c	d	e
a. Knowledge of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning and programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers' resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practical application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. MUSIC	Very well	Well	Not very well	Not at all well	Not applicable, no needs
	a	b	c	d	e
a. Knowledge of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning and programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers' resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practical application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. VISUAL ARTS	Very well	Well	Not very well	Not at all well	Not applicable, no needs
	a	b	c	d	e
a. Knowledge of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning and programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers' resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practical application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment

10E 1 2 3
4 5 6
7 8 9

11. In Q5, you may have identified some other expectations from the professional development. In general, how well did the programme meet these?

- a. Very well
- b. Well
- c. Not very well
- d. Not at all well
- e. Not applicable, no other expectations

Please comment

11f 1 2 3
4 5 6
7 8 9

THE FUTURE

12. Over the next year, in which areas will you continue to seek professional development in the Arts?

- a. Knowledge of the discipline
- b. Planning and programming
- c. Teachers' resources
- d. Practical application
- e. Other (specify)

12f 1 2 3
4 5 6
7 8 9

SUMMING UP

13. Having completed your professional development, what do you now see as the main barriers to implementing the Arts curriculum in your school?

13 1 2 3
4 5 6
7 8 9

14. Please add any additional comment about your professional development or the implementation of the Arts in your school.

14 1 2 3
4 5 6
7 8 9

Thank you for completing this questionnaire.

Don't forget to tear off the front cover, and return the questionnaire to your facilitator.