

THE EDINBURGH CLASSROOM CLIMATE QUESTIONNAIRE:  
TEACHERS' VERSION

AN INDEX OF CLASSROOM PROCESSES CONDUCTIVE TO  
THE DEVELOPMENT OF MULTIPLE TALENTS

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AN INDEX OF CLASSROOM PROCESSES CONDUCTIVE TO  
THE IDENTIFICATION, RELEASE, AND DEVELOPMENT, OF HIGH LEVEL COMPETENCIES

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AN INDEX OF CLASSROOM PROCESSES WHICH HELP TEACHERS TO  
IDENTIFY AND HARNESS PUPIL'S MOTIVES SO AS TO LEAD THEM TO PRACTICE AND DEVELOP IMPORTANT COMPONENTS OF COMPETENCE AND  
EXPOSE THEM TO ROLE MODELS FROM WHOM THEY CAN LEARN HOW TO BEHAVE COMPETENTLY

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AN INDEX OF THE EXTENT TO WHICH CLASSROOMS DISPLAY KEY FEATURES OF DEVELOPMENTAL ENVIRONMENTS AND CLIMATES OF ENTERPRISE

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**INSTRUCTIONS:**

When answering the questions below, have in mind a particular class whose climate you are interested in thinking about more closely. Answer the questions by circling the number to the right of the answer which you think most appropriate. When thinking about the motivational dispositions of your students, try to avoid a subject-based approach. Think instead about the kinds of activity which motivate them. Examples might include leading people, thinking of new ways of doing things, communicating ideas, helping people to get along better, or even "beating the system", but there are obviously many more.

Please turn over.

TEACHER CLARIFICATION AND NURTURING OF CHILDRENS' VALUES AND COMPETENCIES

1. How often do you spend time with your students discussing the things which motivate them, which they think it is important to do, and the things they are good at doing?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

What kinds of activity do you discuss?

2. Do you create opportunities for everyone to try doing new things, so that you can find out whether they are motivated by them and enjoy them?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

In the space below, describe some of the opportunities you have created for your students to do new things in class.

3. How important do you think it is for different students to be good at doing different things?

- Very important.....1
- Important.....2
- Not very important.....3
- Not at all important.....4

Give examples of the kinds of things you think it important for students to be good at doing.

4. How often do you point out and discuss the different ways in which different students approach things and contribute to the class?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

Give examples of the kinds of thing you discuss.

5. Do you know the main interests and talents of most of the students in this class, or only a few of them?

More than 80%.....1  
50-80?.....2  
25-50%.....3  
Less than 25%.....4

6. When the class is working on projects, do you discuss with the students what they have learned to do in the process?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

7. When a student has tried to do something new which hasn't quite worked, do you discuss with them what might have gone wrong and what they have learned as a result?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

8. Do you invite other adults into the class so that the students can learn what they think it is important to do and how they do things?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

9. When you use literature or historical studies in class, do you discuss the following:

a) the kinds of activity which motivate(d) the characters or historical figures?

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

b) what is important about the way they do (or did) things?

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

c) how their behaviour is/was affected by society and by other people?

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

d) the consequences of their behaviour for their lives and for society?

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

e) what your students would have done had they been those people or characters?

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

TEACHER PORTRAYAL OF COMPONENTS OF COMPETENCE

10. How enthusiastic about your work do you think your students see you as being?

Very Enthusiastic.....1  
Enthusiastic.....2  
Not very enthusiastic.....3  
Very unenthusiastic.....4

11. Do you try to work out beforehand the sort of problems that are likely to arise when you and your students tackle something new?

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

12. Do you feel that you behave adventurously in the classroom, developing new abilities and learning from the results of your actions as you go along?

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

13. Do you share with your students your thoughts, worries, hopes, and feelings about:

a) the things you are trying to do in class

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

b) problems of society and the world

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

c) the ways in which your classroom activities are limited by the need to work towards tests, obey rules etc?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

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TEACHER FEEDBACK, PLANNING AND GOAL SETTING

14. How often do you get groups of students together to think about how things could be done better in class?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

15. If you do not mark your students' work is there any way they themselves can measure their progress?

Usually.....1  
Frequently.....2  
Occasionally.....3

Never.....4

16. How often do you spend most of the class time lecturing to your students?

Usually.....1

Frequently.....2

Occasionally.....3

Never.....4

PEER RECOGNITION OF MULTIPLE TALENTS AND MODELLING OF COMPONENTS OF COMPETENCE

17. How much do your students learn by working with other students in the class who have different interests and different ways of going about things?

Very much.....1

A lot.....2

A little.....3

Nothing at all.....4

What kinds of thing do they learn?

18. How often do you hear the students in this class talking about what they are trying to do and ways of solving problems they are likely to meet in the course of doing it?

Often.....1

Frequently.....2

Occasionally.....3

Never.....4

What kinds of thing do they talk about?

19. How supportive are the students in this class of others who want to do different things and live their lives in different ways?

Very supportive.....1  
Supportive.....2  
Not very supportive.....3  
Not at all supportive.....4

20. How much do the students try to bring differences of opinion into the open and discuss them?

Very much.....1  
A lot.....2  
A little.....3  
Not at all.....4

21. How often do they talk and listen to others in trying to decide what should be done?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

22. How willing are the students in this class to get together and discuss ways of overcoming problems which stop them doing what they want to do?

Very willing.....1  
Willing.....2  
Not very willing.....3  
Very unwilling.....4

23. How competitive is the atmosphere in this class?

Very competitive.....1  
Competitive.....2  
Not very competitive.....3  
Uncompetitive.....4

24. How do the students in this class react when someone else tries to do new things or approach things in new ways? Are they:

Very interested.....1  
Interested.....2  
Indifferent.....3  
Critical?.....4

25. How willing are the people in this class to waste time, or tolerate a lazy atmosphere?

Very willing.....1  
Willing.....2  
Reluctant.....3  
Very reluctant.....4

26. Are there people in this class who have a reputation for:

thinking up new ideas

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

creating a calm group atmosphere

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

helping people to sort out their arguments

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

thinking of better ways of doing things

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

supporting and encouraging others

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

dealing well with authority figures

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

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TEACHER PORTRAYAL OF COMPONENTS OF MANAGERIAL COMPETENCE

27. How much of the time are the students in this class working at different things in different ways, but all contributing to an overall theme or goal?

Most of the time.....1  
Some of the time.....2  
Rarely.....3  
Never.....4

28. How often are the different pieces of work done in this class unrelated to each other and to work done in the past?

Usually.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

29. How much of the work they do in this class is connected with long-term themes and goals?

Very much.....1  
A lot.....2  
Not very much.....3  
None at all.....4

30. How often do you talk to students who seem to lack motivation in order to find out what might make them more enthusiastic?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

31. How comfortable do you feel teaching confident students who decide for themselves what to do and when to do it?

Very comfortable.....1  
Comfortable.....2  
Not very comfortable.....3  
Very uncomfortable.....4

32. How much confidence do you have that your students can work on their own and ask for

help only if they need it?

A great deal.....1  
A lot.....2  
Not very much.....3  
None at all.....4

33. How often do you recognise what people really trying to say even if they do not actually say it?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

34. Are there a lot of rules which limit what people can do in class?

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

35. How often do you bring disagreements out into the open, try to work them out, and see what can be learned from them?

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

TEACHER STRESS ON MAKING THE MOST OF ONESELF.

36. Do you think that doing something well is more important than how much is done?

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

37. How often does the work done by the students in this class seem pointless to them?

Often.....1  
Frequently.....2  
Occasionally.....3  
Never.....4

38. Do you think your students know how much you care if they don't attend your lessons or do what you expect of them?

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