

DECODE



IO4: Practices, training and skills needs of digital teachers

National Research: UK

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Erasmus+

TABLE OF CONTENTS

Forward	3
Introduction	3
1. Sample description (sections 1-2)	4
2. Teachers' personal views regarding the use of digital technologies (section 5)	8
3. Teaching practice in ICT (section 3)	11
3.1 Use of digital tools and technologies	12
4. Training needs of teachers (section 4)	14
4.1 Training and updating	14
4.2 Self-assessment of digital skills of teachers, according to DigCompEdu	14
4.3 ICT Training Needs	29
5. The identity of the "digital teacher": personal issues and career profiles	30
5.1 Personal data and career profiles	30
5.2 Focus on innovation	31
5.3 Teachers completing training and their accompanying needs	47
6. Conclusion	88
7. Appendix	



NATIONAL REPORT: “PRACTICES, TRAINING AND SKILLS NEEDS OF DIGITAL TEACHERS”

Forward

This document presents the template for the quantitative national research that each country partner has to carry out at a local level. The template aims:

- To be a reference for all national teams;
- To give a common grid to analyse the collected data;
- To present general guidelines to write and present the national reports;
- To offer a proposal for the national researches index.

Introduction

The template analyses the national research findings in five main sections:

- Sample description
- The framework of teachers' personal views regarding the use of digital technologies
- The reconstruction of the practice
- Teachers completing training and their accompanying needs
- The identity of the "digital teacher": personal issues and career profiles

The first chapter describes the sample involved in the survey and the sample distribution by age, gender, type of school, teaching area, institutional role, etc.

The second chapter is devoted to the presentation of research results through reconstruction of the practices that have been identified.

The third chapter focuses on updating teachers and their training needs. We therefore focus on 1) the updated experiences of teachers; 2) the self-assessment of digital skills according to the DigCompEdu Framework 2017 and 3) the representation of the "digital teacher" in the national context as it emerges from the portrait depicted in relation to needs expressed regarding digital technologies in professional and didactic practice.

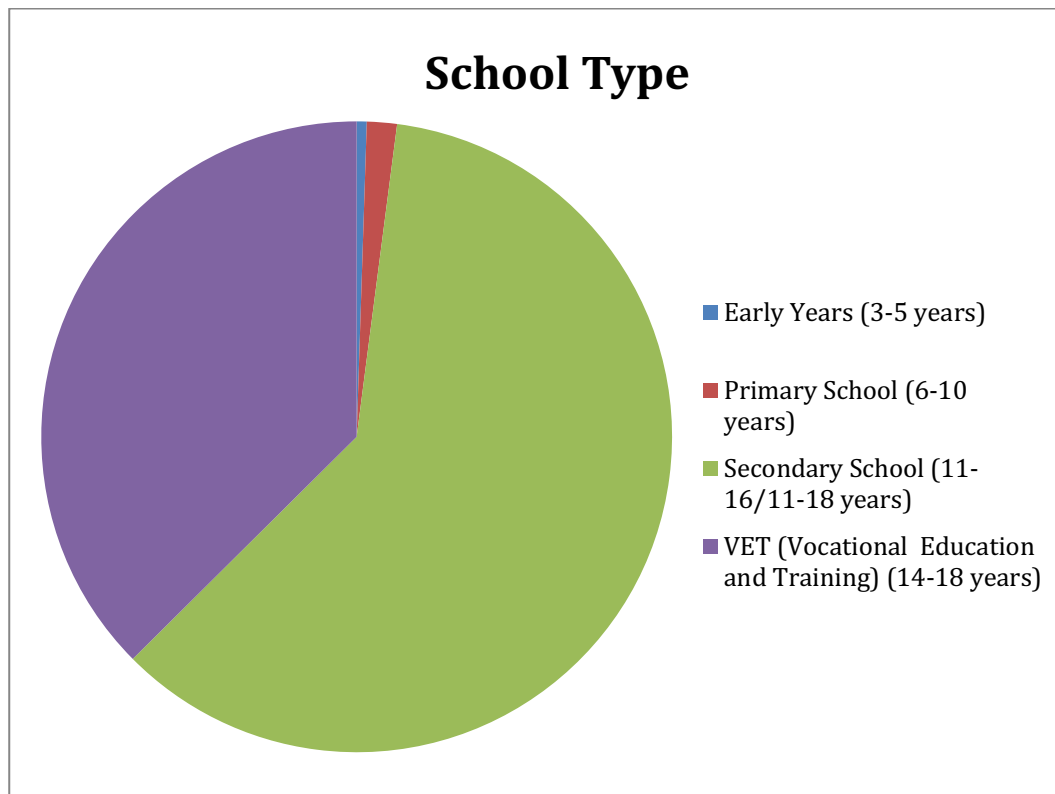
The fourth chapter illustrates teachers' personal views regarding the use of digital technologies (their beliefs and motivations). Finally, the last chapter describes the identity of the 'digital teacher', highlighting aspects of careers and career profiles, and aims to represent the teacher as a 'change agent', their propensity to innovate, the use of digital resources in class and the use of social networks. The conclusion gives an overview of the whole research.



1. Sample description (sections 1-2)

The survey was carried out through the administration of a structured questionnaire, aimed at school teachers working in all sectors of the UK education system. In our analysis, we consider only fully completed questionnaires in order to make sure that statistics are comparable across all questions asked of survey respondents.

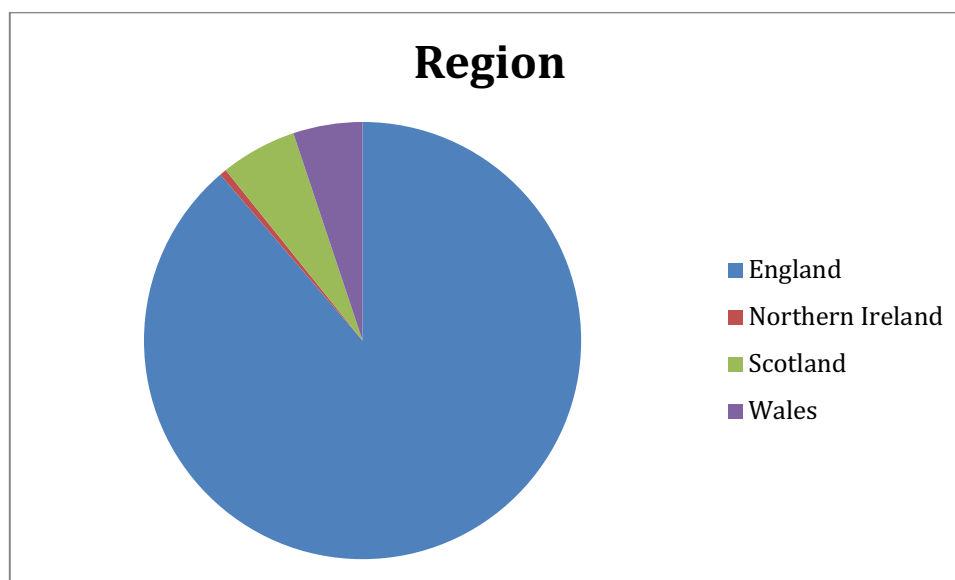
- Distribution of respondents by school type (q0001)



A majority of survey respondents work in Secondary Education (61%), around a third of respondents work in the VET sector (37%) and a very small number are employed in Early Years (1%) and Primary Education (2%) (Table 1.1)

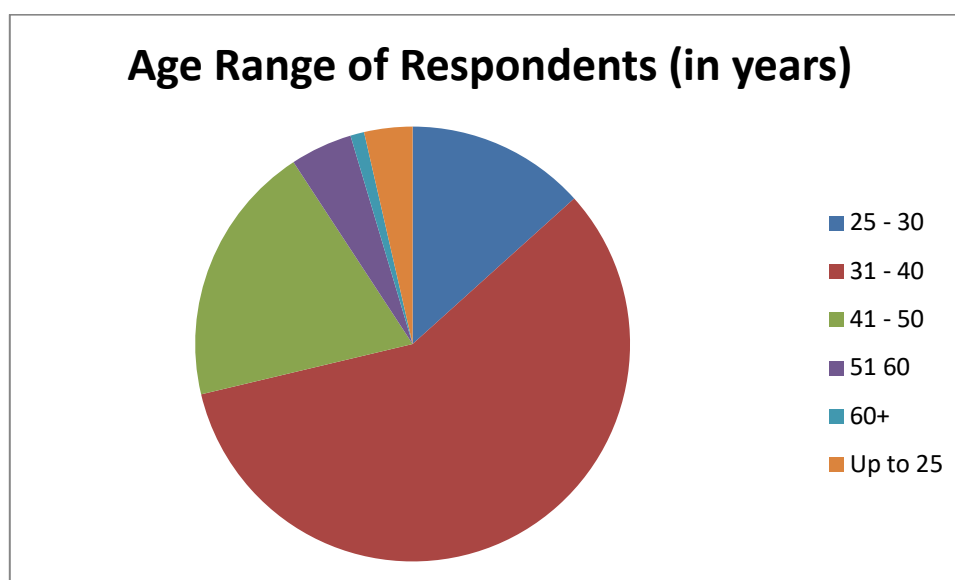


- Distribution of respondents by region (q0002)



Most survey respondents are based in England (89%), with much smaller numbers representing the other countries within the United Kingdom: Scotland (6%), Wales (5%) and Northern Ireland (1%) (Table 1.2).

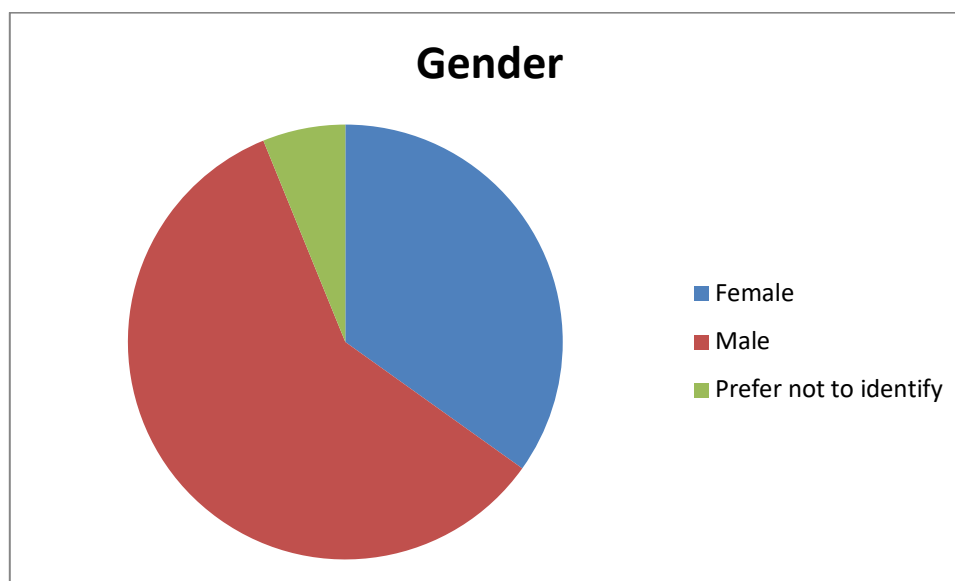
- Teacher age range (q0003)



Over half of all respondents (58%) are between the ages of 31-40. About a quarter of participants (19%) are aged 41-50 years. The remaining survey respondents are aged 25-30 years (13%), 51-60 years (5%), 25 years and under (4%) or 60 years and over (1%) (Table 1.3).

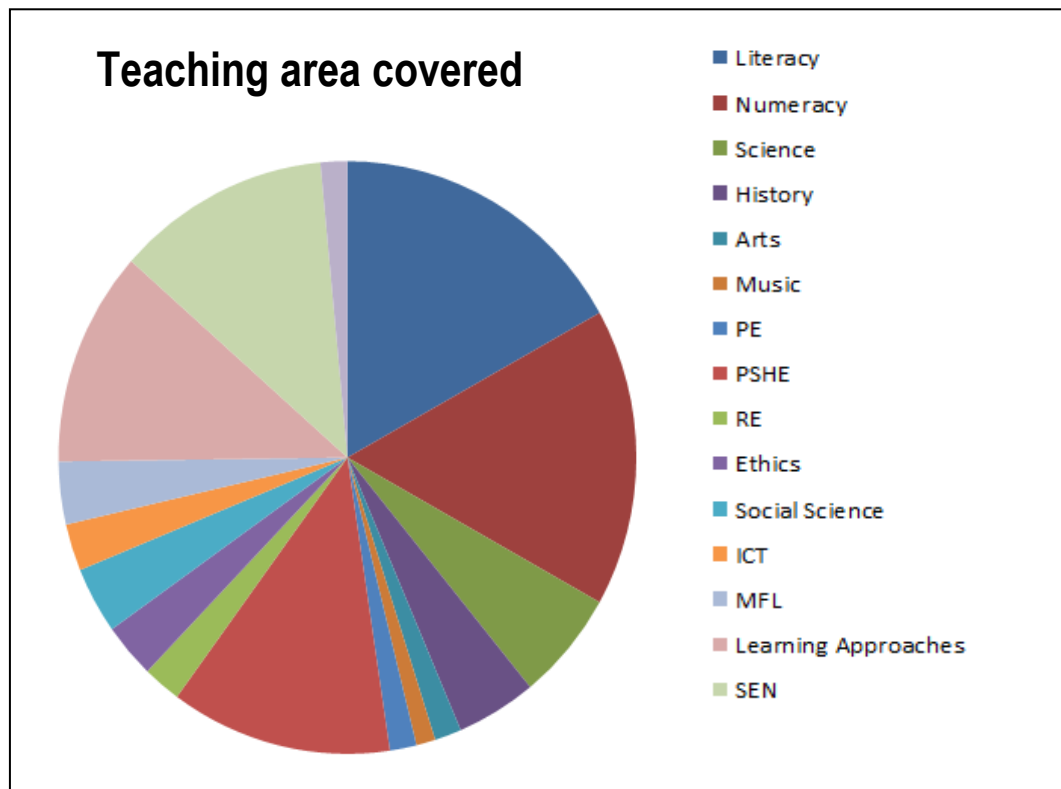


- Teacher gender (q0004)



Over half the respondents are male (59%), around a third are female (35%) and small proportion refrained from disclosing their gender when completing the survey (6%) (Table 1.4).

- Teaching area covered over the last three years (q0005)

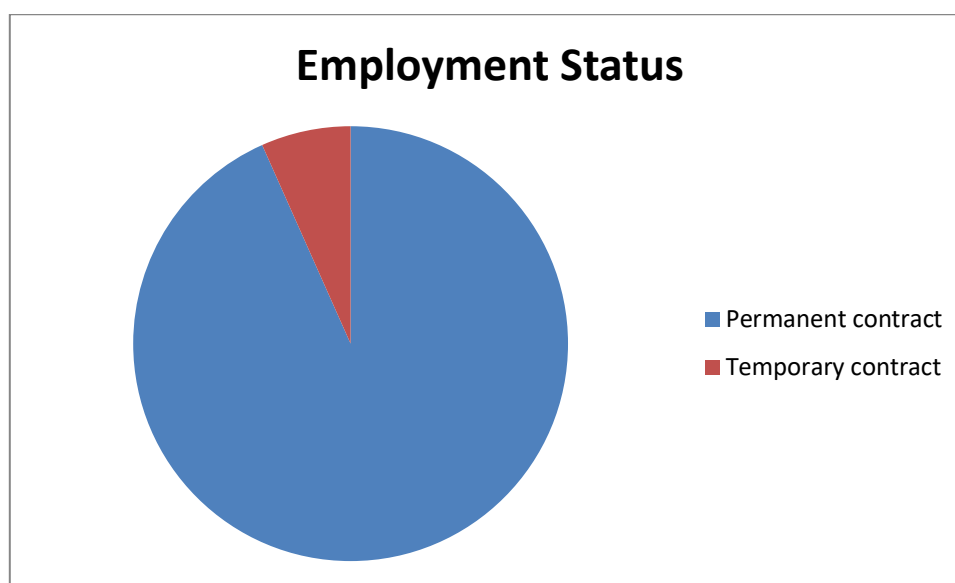


Respondents teach a wide variety of disciplines, from core subjects through to PE and PSHE. 17% teach Literacy and 16% focus on Numeracy-related teaching. 12% of respondents facilitate PSHE delivery, 12% work in Special Education and a further 12% specialise in Learning Approaches. 6% of respondents teach



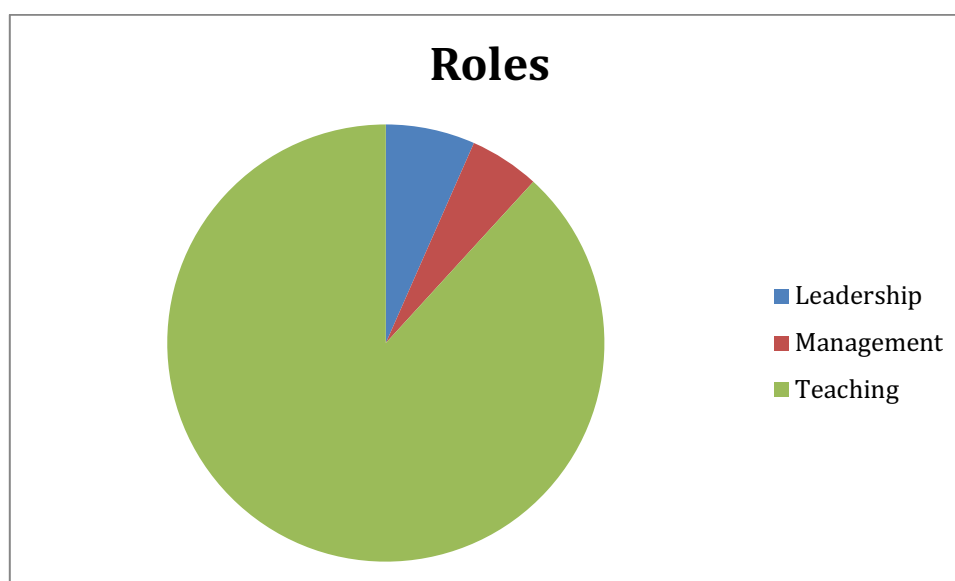
Science and 4% teach Social Sciences. 4% teach History and 3% of respondents teach Modern Foreign Languages. Smaller numbers teach Ethics and Democratic Citizenship (3%), RE (2%), PE (1%), Arts (1%) and Music (1%). Only 3% of respondents teach ICT while the remaining 1% teaches subjects other than those listed on the Decode survey (Table 1.5).

- Type of contract in the school (temporary, permanent contract) (q0006)



The vast majority of survey participants have a permanent contract (93%), while relatively few are employed on a temporary basis (7%) (Table 1.6).

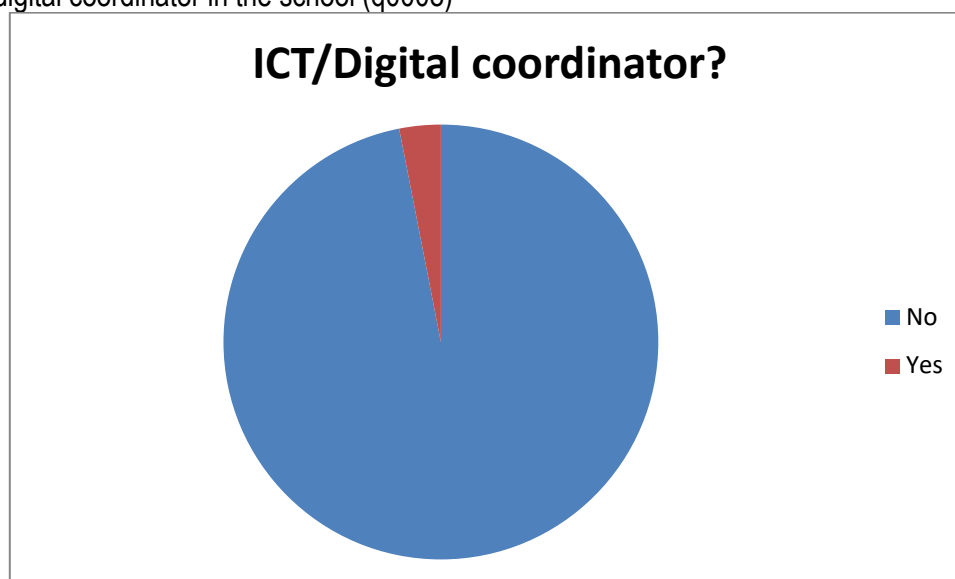
- Teaching role covered over the last three years (q0007)



Most survey participants are directly involved in teaching (88%), while a small proportion work in management (5%) and leadership (7%) within the education sector (Table 1.7).



- Role as digital coordinator in the school (q0008)

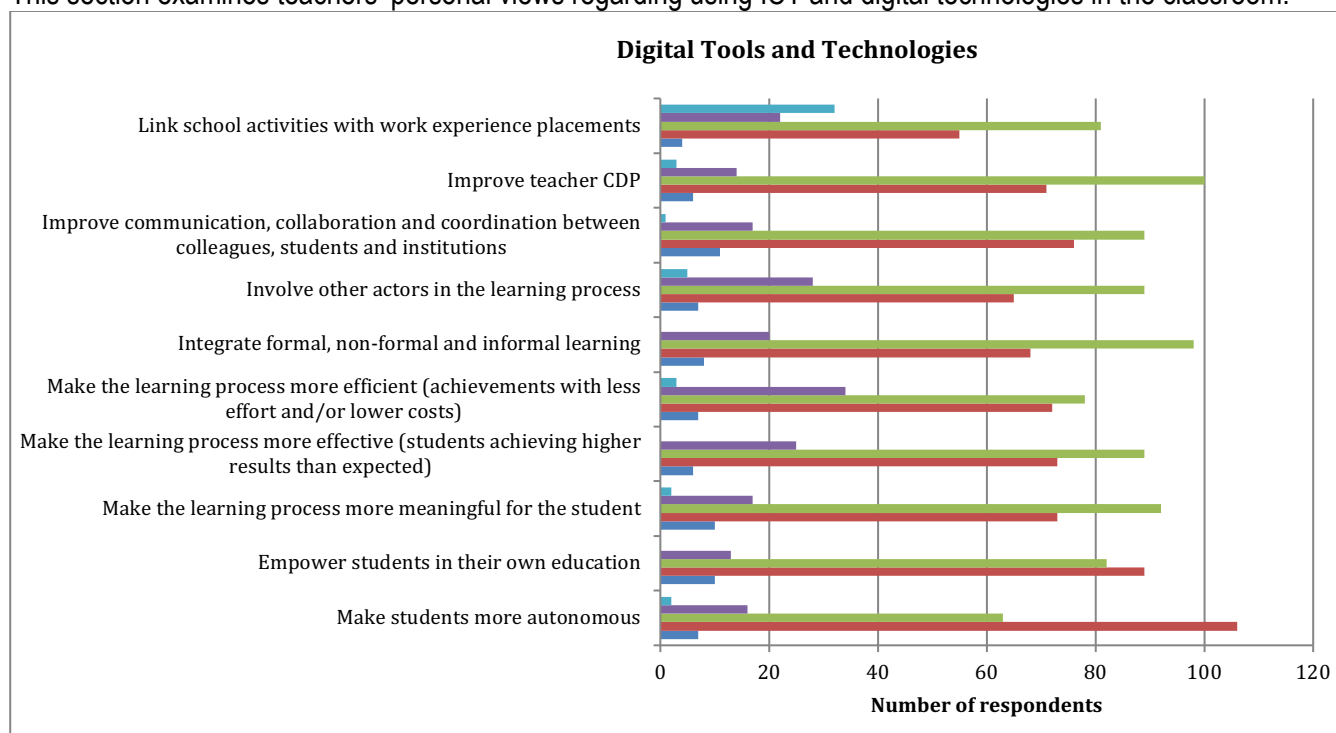


The majority of respondents (97%) are not employed as ICT specialists. Only 3% of respondents work as ICT/Digital coordinators within their educational establishment (Table 1.8).

2. Teachers' personal views regarding using digital technologies (section 5)

- Beliefs on uses and benefits of digital teaching tools (q0023)

This section examines teachers' personal views regarding using ICT and digital technologies in the classroom.

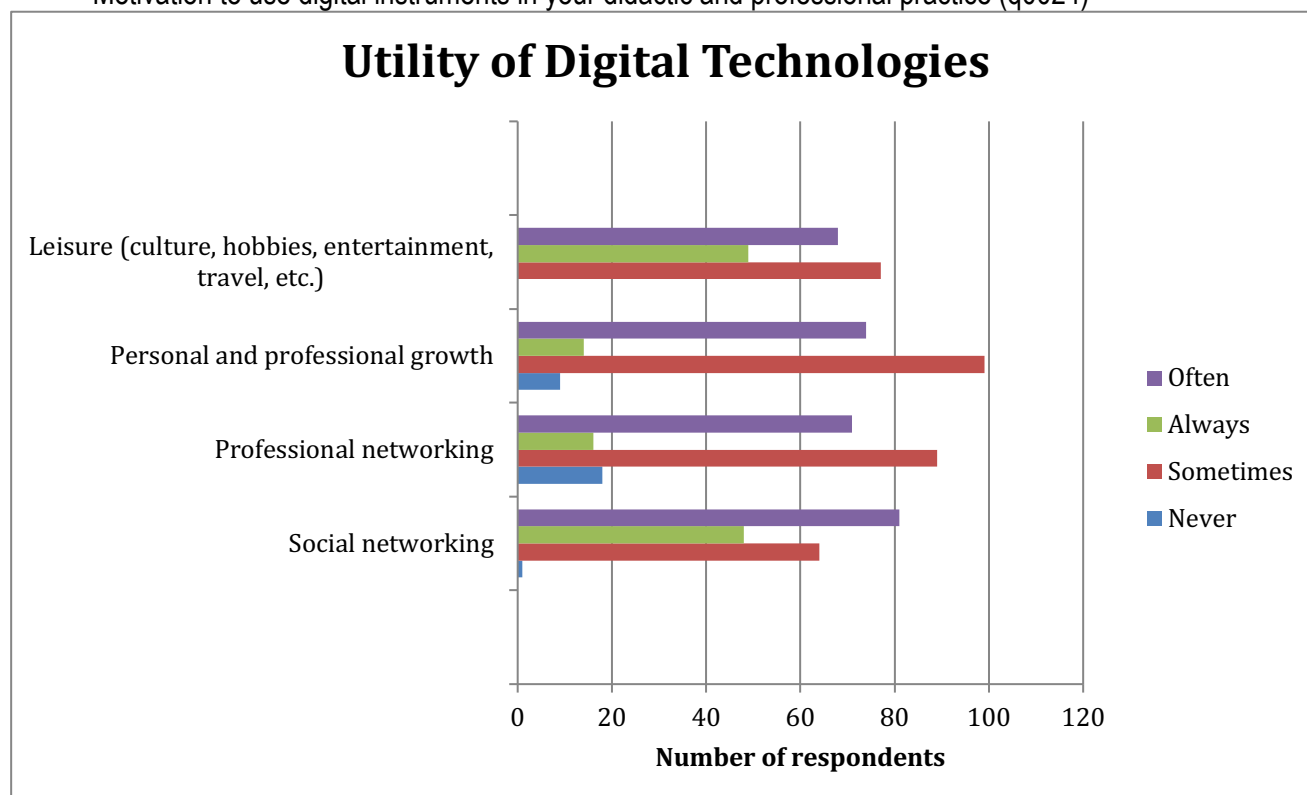




- Not at all
- Partially
- Average
- Useful
- Very Useful

The majority of survey respondents believe that students become more autonomous and empowered if ICT and digital technologies are incorporated into classroom activities. It is generally agreed that this makes the learning process more meaningful for students. The average teacher believes that digital tools and technologies are useful in linking school activities to work placements. Similarly, educators feel that incorporating ICT into their practice assists them with their CPD. Communication, collaboration and coordination between colleagues, students and institutions is also improved by using digital technologies. The learning process generally becomes more efficient and effective when ICT and digital technologies are utilised. Formal, non-formal and informal learning are able to become more integrated in this way, facilitating the involvement of other actors in the education process (Table 2.1).

- Motivation to use digital instruments in your didactic and professional practice (q0024)

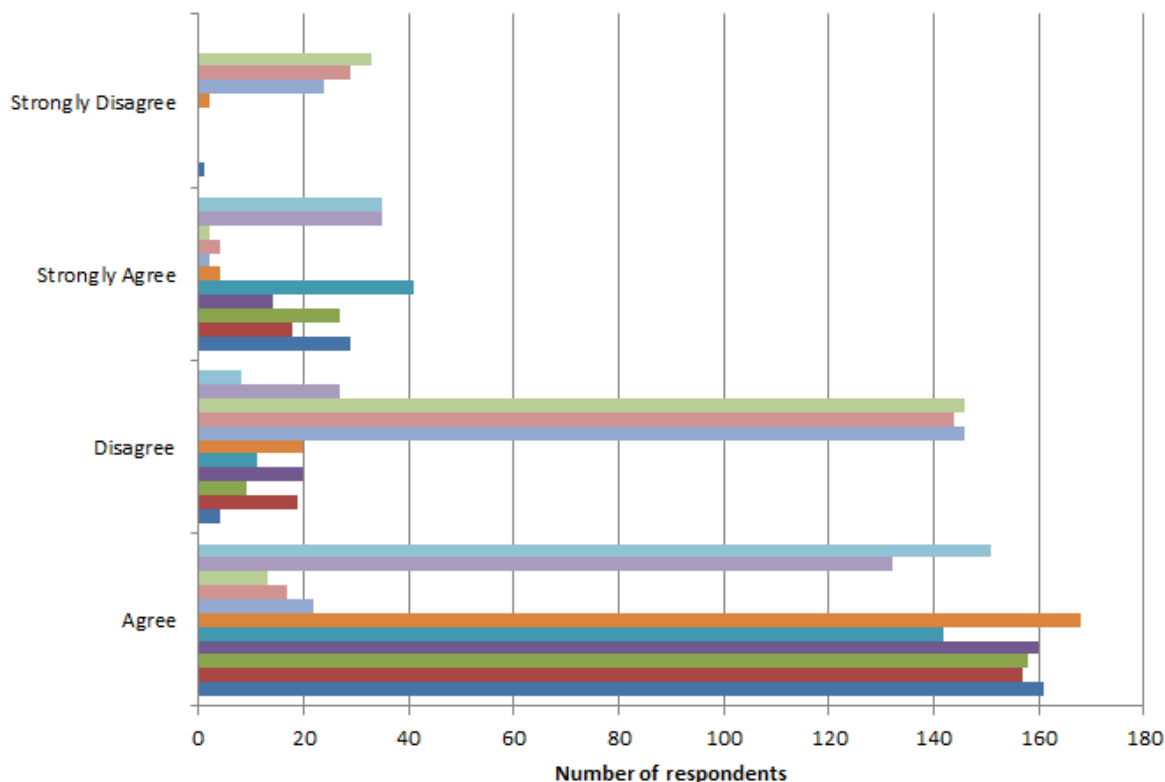


Social networking continues to be popular, with the majority of survey respondents stating that they often use this form of digital technology. Digital technologies are also utilised for other everyday leisure purposes. Contrastingly, professional networking is far less popular with survey respondents and therefore, digital technologies are only occasionally used for personal and professional growth (Table 2.2).

- Perception of the utility of digital tools and technologies (q0013)



Beliefs about the uses of digital technologies



- Daily use of technology in the classroom is not enough, students need to learn how to use books
- It is necessary to integrate e-learning into teaching activities, alongside traditional classroom-based teaching methods
- Digital technologies do not improve education processes, learning, etc.
- The use of digital technologies is a distraction for students
- The use of digital technologies increases the level of cyberbullying
- The use of digital technologies encourages self-assessment among students
- The use of digital technologies should not replace traditional teaching methods
- The use of digital technologies creates positive learning outcomes by influencing how learners behave
- The use of digital technologies promotes the development of responsible media and digital skills
- The use of digital technologies promotes the development of basic skills (reading, writing, comprehension)
- The use of digital technologies helps when designing and organising educational materials



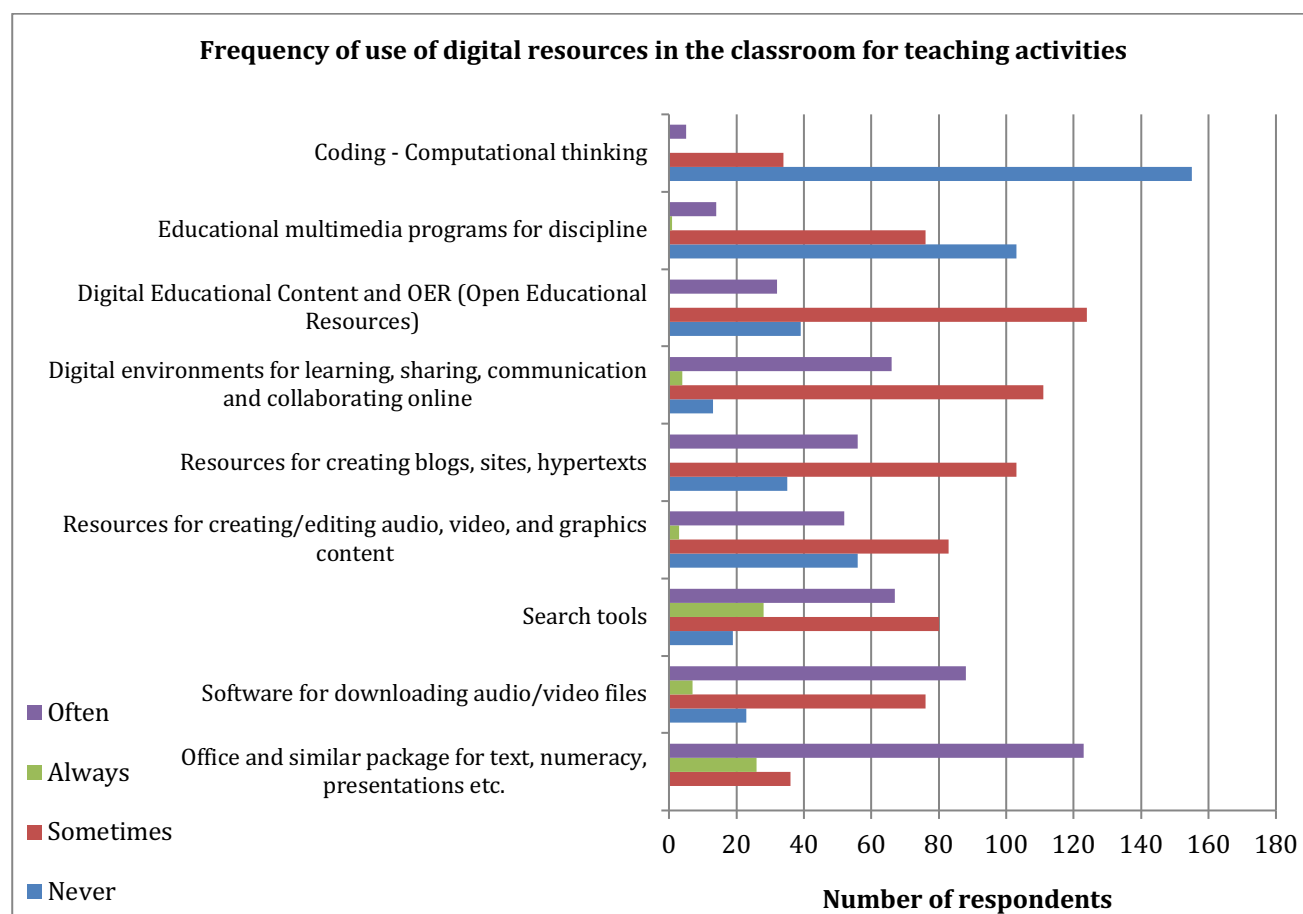
The vast majority of survey respondents agree that incorporating digital technologies into education encourages self-assessment among students and generally improves education processes. Students are able to develop responsible media and digital skills, and the development of basic reading and writing skills is promoted.

Despite the benefits of using digital technologies, survey respondents are in agreement that books and other more traditional teaching methods should continue to be used and integrated alongside e-learning. Relatively few survey respondents believe that digital technologies act as a distraction for students in the classroom or increase levels of cyberbullying. In fact, data shows that teachers believe utilising such technology actually improves the behaviour of students (Table 2.3).

3. Teaching practice in ICT (section 3)

Use of digital tools and technologies

- Frequency of use of digital resources in the classroom for teaching activities (q0009)





The majority of teachers surveyed never use coding in classroom activities. Similarly, educational multimedia programs for discipline are rarely used. Most often, Microsoft Office or similar packages are used in the classroom. Other frequently used digital resources include software for downloading audio and visual files (Table 3.1)

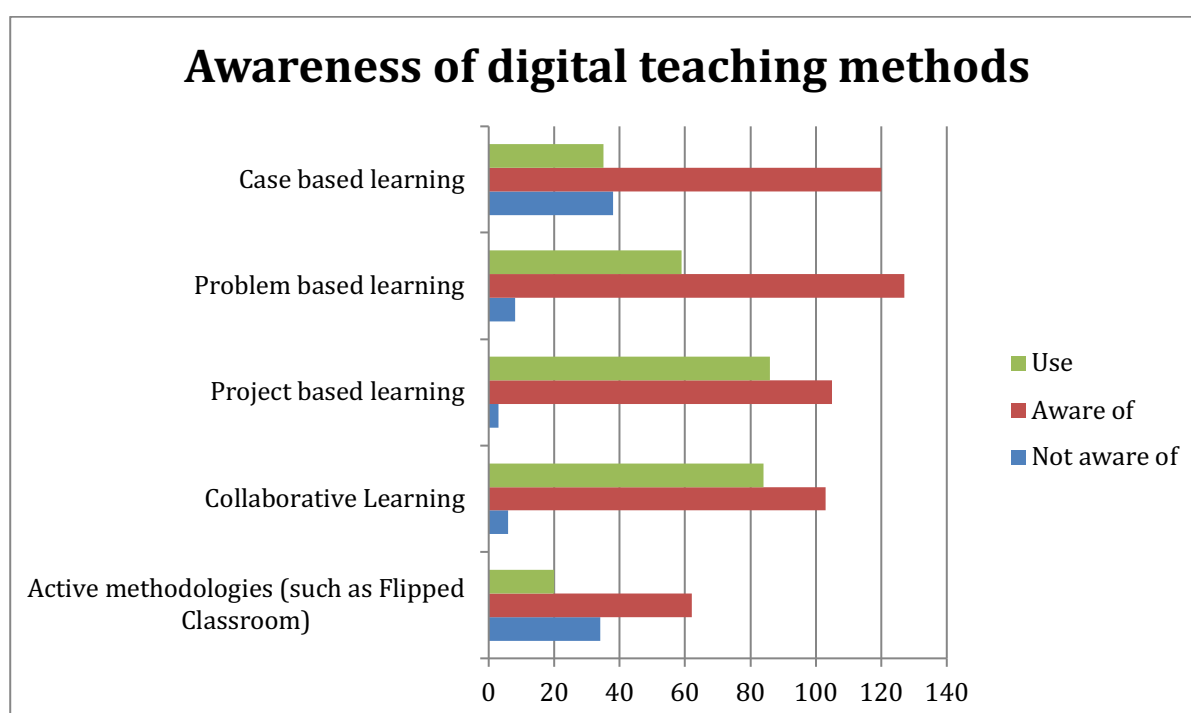
▪ Familiarity with the main teaching practices in use (q0010)

This data measures:

1. knowledge of teaching modalities (no - yes)

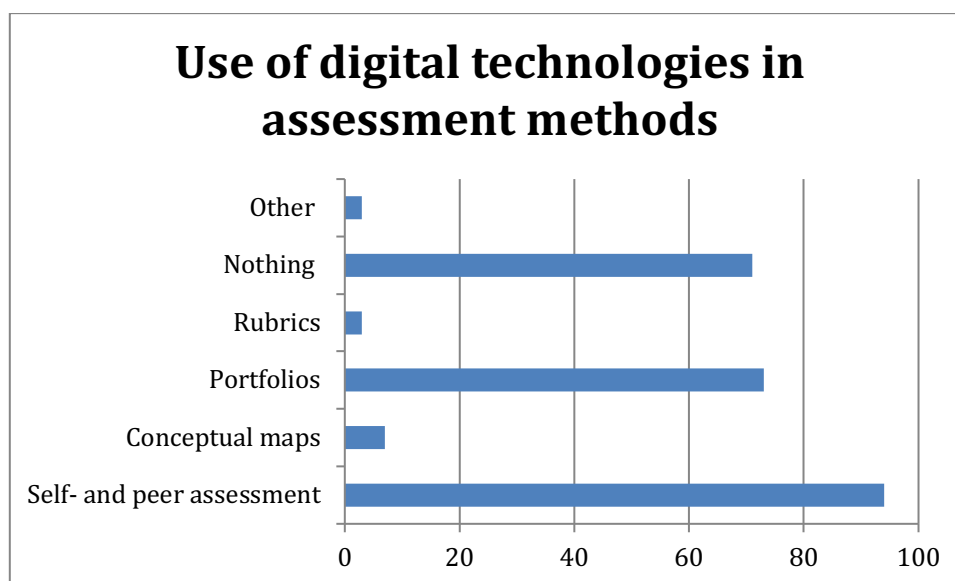
2. usage of teaching modalities (no - yes)

They can be considered analysing them differently: the knowledge in the "knowledge and training" section and the usage in the "teaching practices" section.



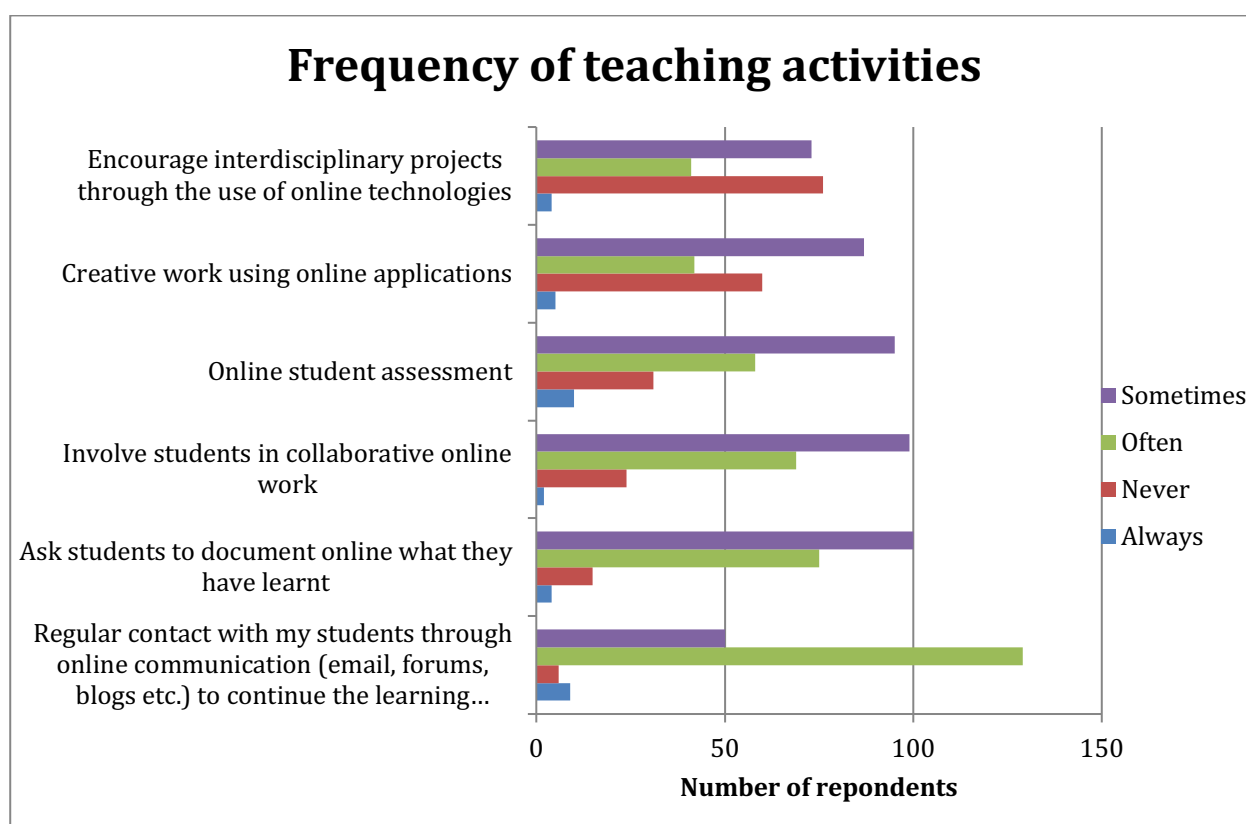
Respondents are mostly aware of the various digital teaching methods referred to in the survey. However, smaller numbers actually employ such techniques into their teaching on a regular basis (Table 3.2).

▪ Use of digital technologies for assessment methods (q0011)



Digital technologies are mostly used for self and peer assessment and creating portfolios. Surprisingly, a significant proportion of those surveyed never use ICT in classroom assessment. Additionally, only small numbers of teachers use conceptual maps and rubrics in their practice (Table 3.3).

- Frequency of activities as part of teaching (q0012)



Survey results show that most often, teachers communicate with their students via email, forums and blogs as a tool to extend their learning outside the classroom. Students are sometimes asked to document online what

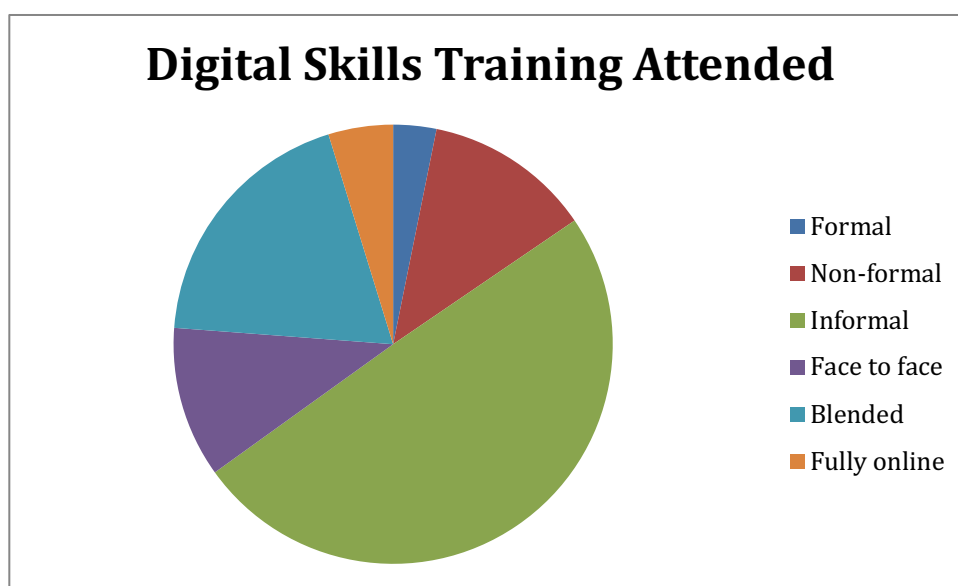


they have learnt, take part in collaborative work online and complete assessments and creative work using digital technologies. The majority of teachers surveyed never employ online technologies for the purpose of interdisciplinary projects (Table 3.4).

Training needs of teachers (section 4)

4.1 Training and updating

- Training attended on using digital technologies in education (q0014)



Half of the respondents have only received informal training on digital skills (50%). 19% of respondents have received blended forms of digital skills training. 12% of respondents have non-formal training in this area, 11% have received face to face training, 5% have completed their digital skills training fully online and the remaining 3% have experienced formal digital skills training (Table 4.1.1).

4.2 Self-assessment of digital skills of teachers according to DigCompEdu

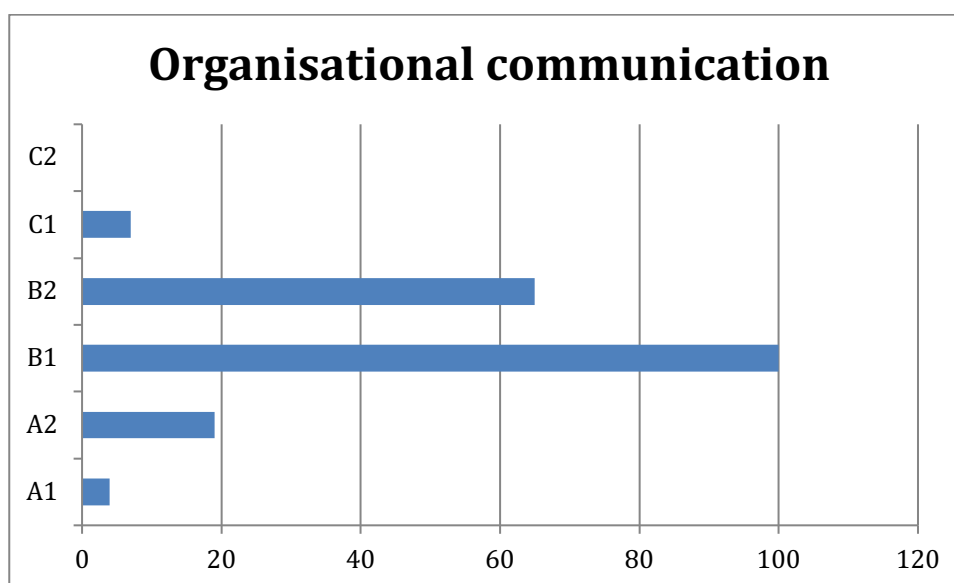
- Evaluation of the digital competency level of teachers (DigCompEdu) (q0015-q0020)
Analysing this data, researchers can create indexes of digital competence:
 - overall digital competence index,
 - one index for each dimension of digcompedu,
 It would also be useful to create teacher digital competence profiles according to those indexes.



DigCompEdu Index
1. Professional Engagement
2. Digital Resources
3. Teaching and Learning
4. Digital Assessment
5. Empowering Learners
6. Facilitating Learners' Digital Competence

Professional Engagement
A1 = Making little use. Being Unsure (Very limited knowledge; little usage)
A2 = Being aware. Basic tools use (Limited knowledge; basic usage)
B1 = Effective use; responsible use, experimentation (Functional knowledge; effective usage)
B2 = Structured, Creative, Responsive, Transparent, Reflective practice (Good knowledge; creative usage)
C1 = Critically, Strategically, Evaluating, Discussing, Reflecting (Excellent knowledge; strategic usage)
C2 = Re designing, Innovating (Expert knowledge; innovative usage)

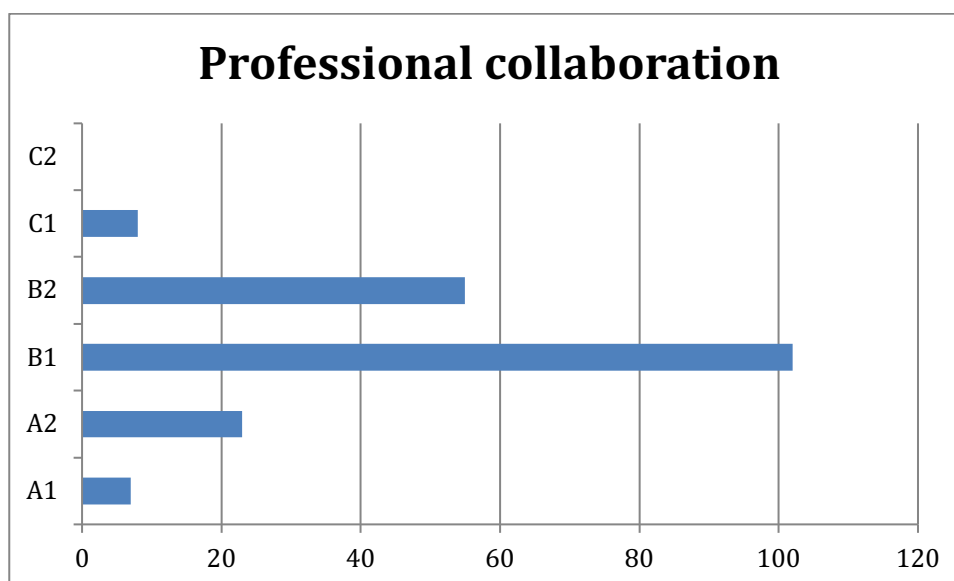
*To use digital technologies to enhance organisational communication with learners, parents and third parties.
To contribute to collaboratively developing and improving organisational communication strategies*





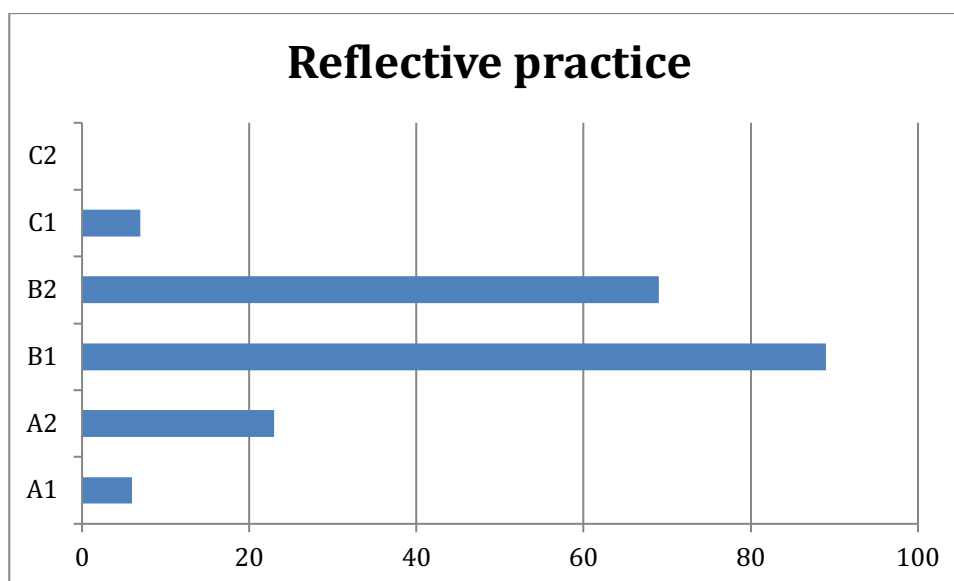
Most respondents feel that they have functional knowledge of this digital skill, which allows for effective usage. None of the survey respondents rate themselves as experts in this field and only a small proportion feel that they have either excellent knowledge or very little experience in this area (Table 4.2.1).

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating pedagogic practices



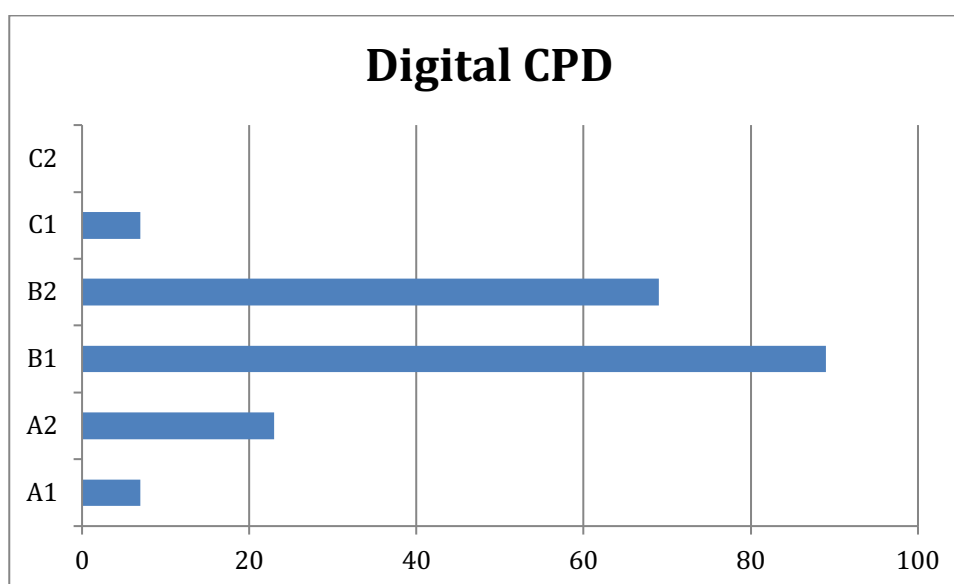
The majority of survey respondents are able to collaborate professionally in an effective way, rating their knowledge from functional to good. However, only a small minority of those working in education feel they have excellent knowledge of this area and no respondents rate themselves as an expert in this field (Table 4.2.1).

To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community



The majority of survey respondents have functional to good knowledge of reflective practice. No one feels rates themselves an expert in this area and very few would deem their knowledge excellent or extremely limited (Table 4.2.1).

To use digital sources and resources for continuous professional development

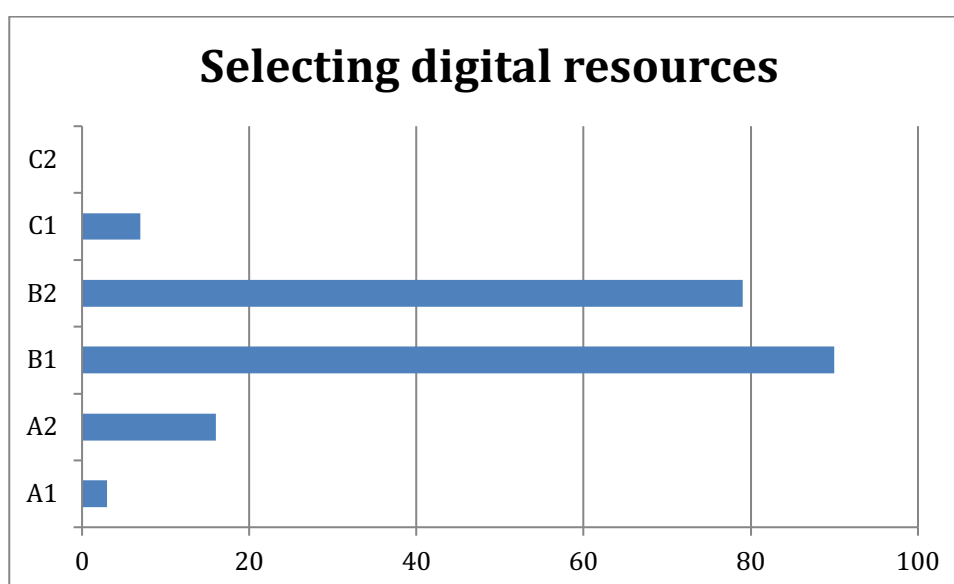


Similarly, respondents feel they have functional to good ability in using digital technology for their CPD. Once again, no respondents feel they have expert knowledge in this field and relatively few rate their knowledge as very limited (Table 4.2.1).



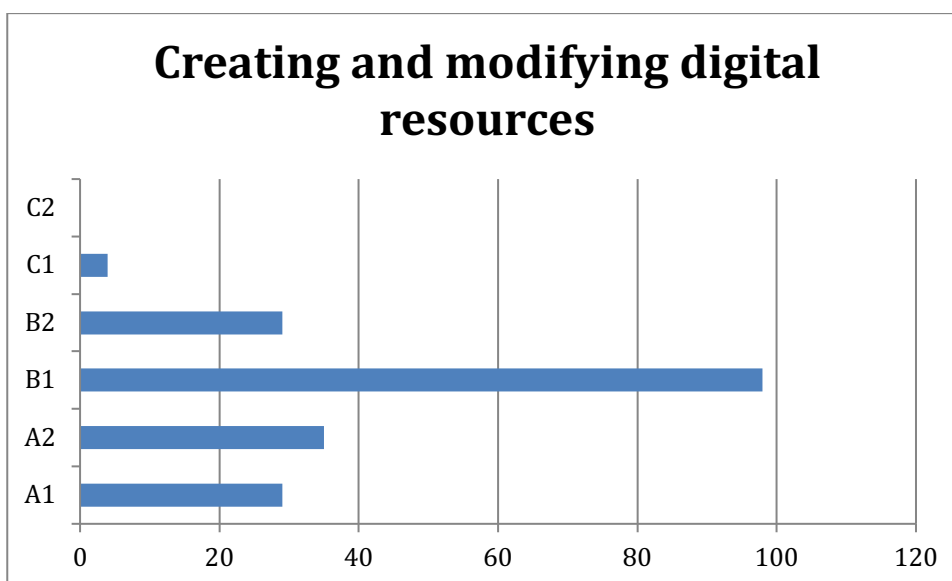
Digital Resources
A1 = Making little use. Being Unsure (Very limited knowledge; little usage and unsure on functionality)
A2 = Being aware. Basic tools use (Limited knowledge; basic usage)
B1 = Basic criteria, basic strategies, some advanced features (Functional knowledge)
B2 = Advanced strategies, complex criteria, creating resources (Good knowledge)
C1 = Comprehensively using advanced tools, publishing resources (Excellent knowledge)
C2 = Professionally creating and publishing (Expert knowledge)

To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their sessions



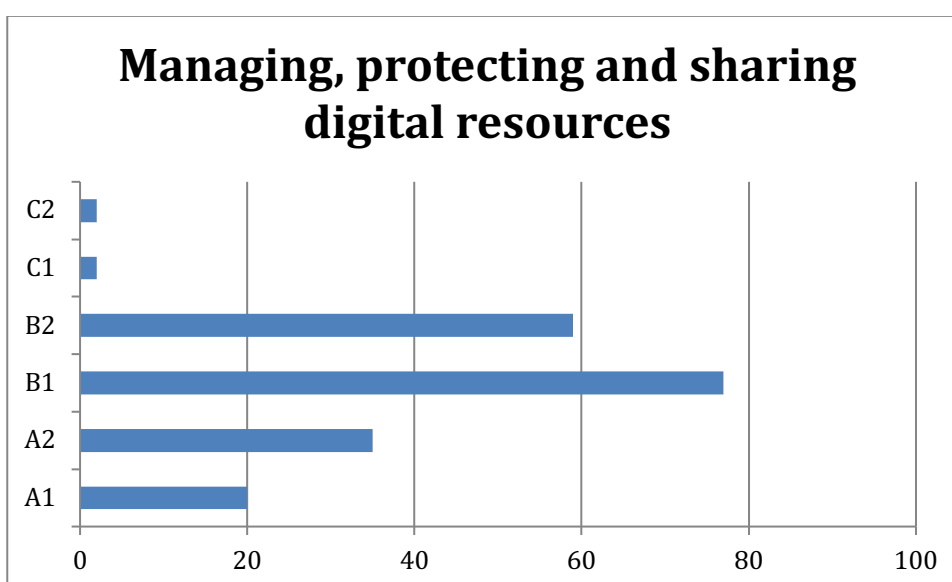
The survey pattern continues in the ratings of this digital competence: the majority of respondents rate their ability to select appropriate digital resources as good to functional, no one feels like an expert in this field but very few categorise their knowledge as limited either (Table 4.2.2).

To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use



There is a wider range of ratings in this assessment of digital competencies. Once again, the majority of respondents class their ability as functional. No one deems themselves an expert, but ratings vary from very limited to excellent knowledge in this field (Table 4.2.2).

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

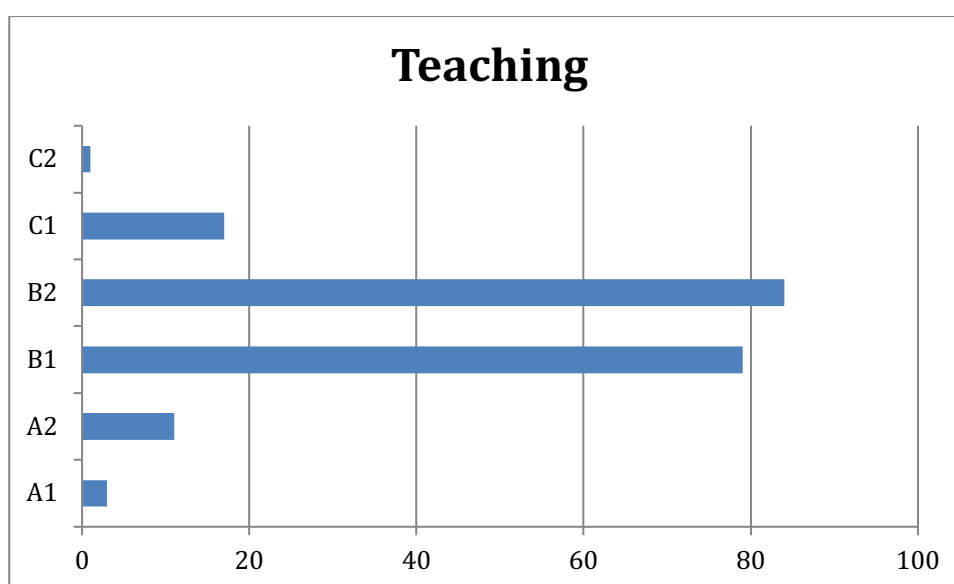


A small minority of respondents rate their knowledge as expert or excellent in this area. There is more variation in survey responses for this competence but the majority once again rates their knowledge as functional (Table 4.2.2).



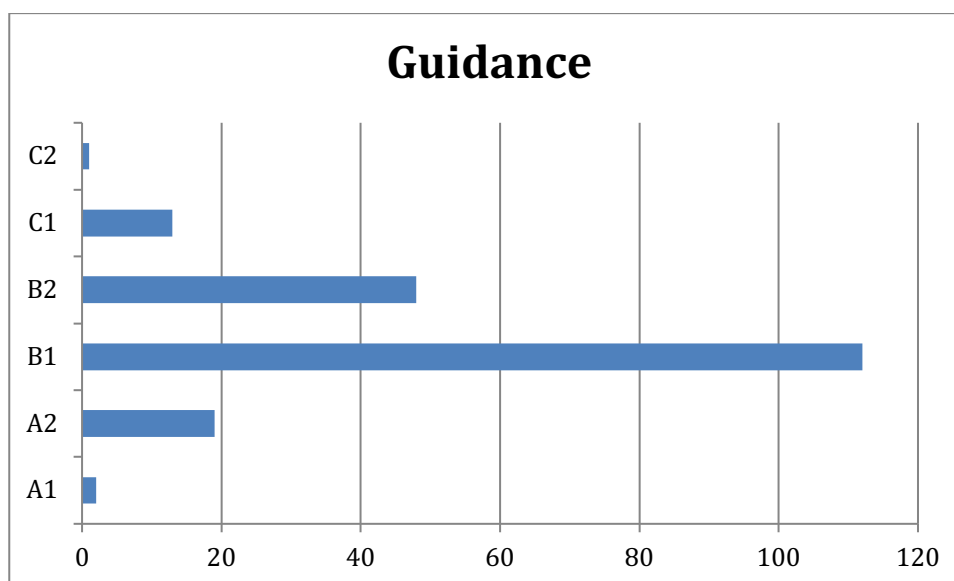
Teaching and Learning
A1 = Making little use. Being Unsure (Very limited knowledge)
A2 = Being aware. Basic tools use (Limited knowledge)
B1 = Integrating and implementing meaningfully (Functional knowledge)
B2 = Enhancing, Scaffolding (Good knowledge)
C1 = Orchestrating, flexible adapting, strategically purposefully (Excellent knowledge)
C2 = Innovating teaching (Expert knowledge)

To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction



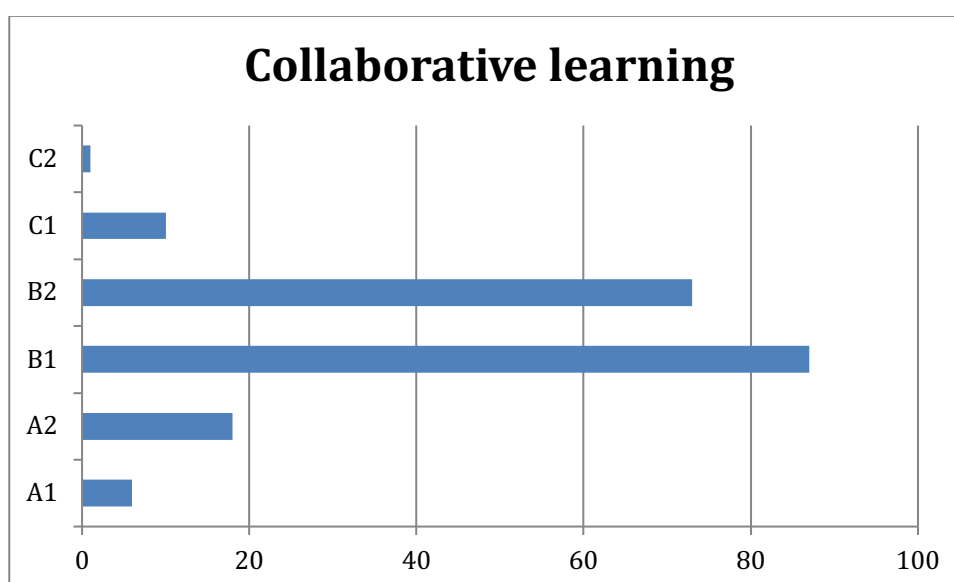
The majority of respondents rate their ability as good in this area, a minority rate themselves as excellent and very few feel that they are experts in teaching and learning, in regards to using digital technologies (Table 4.2.3).

To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support



The vast majority of respondents rate their ability to offer guidance and support in the area of digital technology as functional. Only very few respondents rate themselves as either experts or possessing limited knowledge of this field (Table 4.2.3).

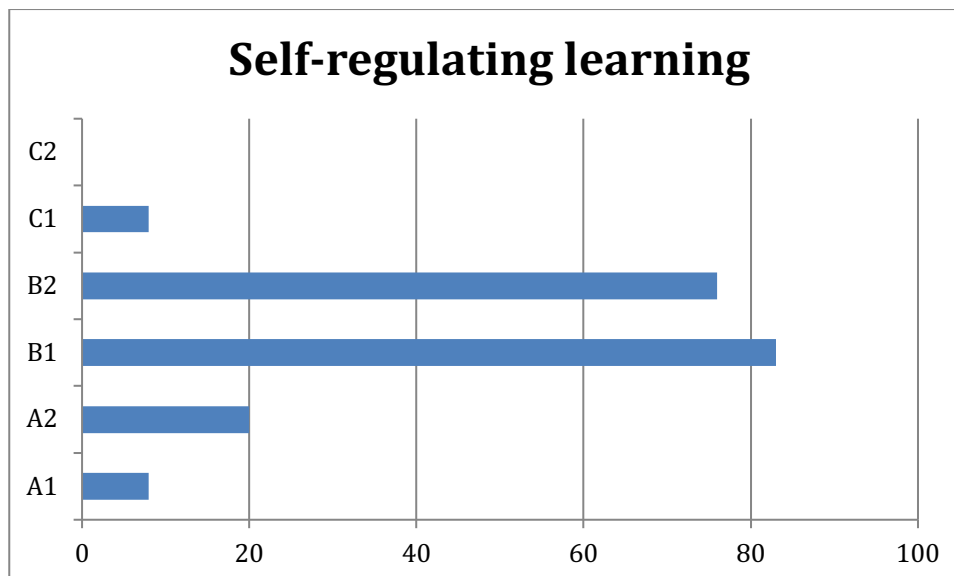
To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation



Most respondents rate their knowledge of collaborative learning as functional or good. Once again, fewer respondents rate their abilities as either limited or expert in this field (Table 4.2.3).



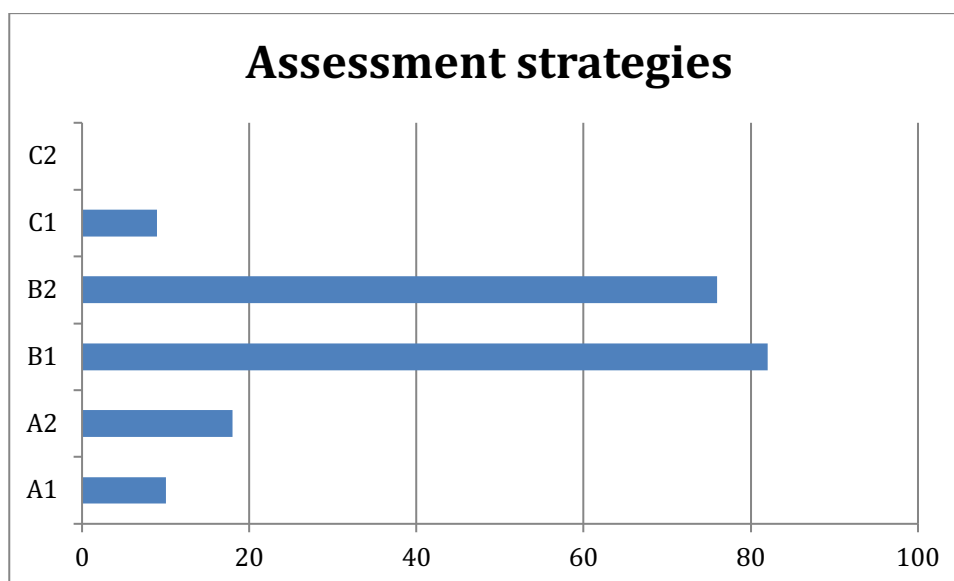
To use digital technologies to support self-regulated learning processes, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions



No respondents feel they have expert knowledge of this area. However, the majority of those asked rate their ability as either good or functional (Table 4.2.3).

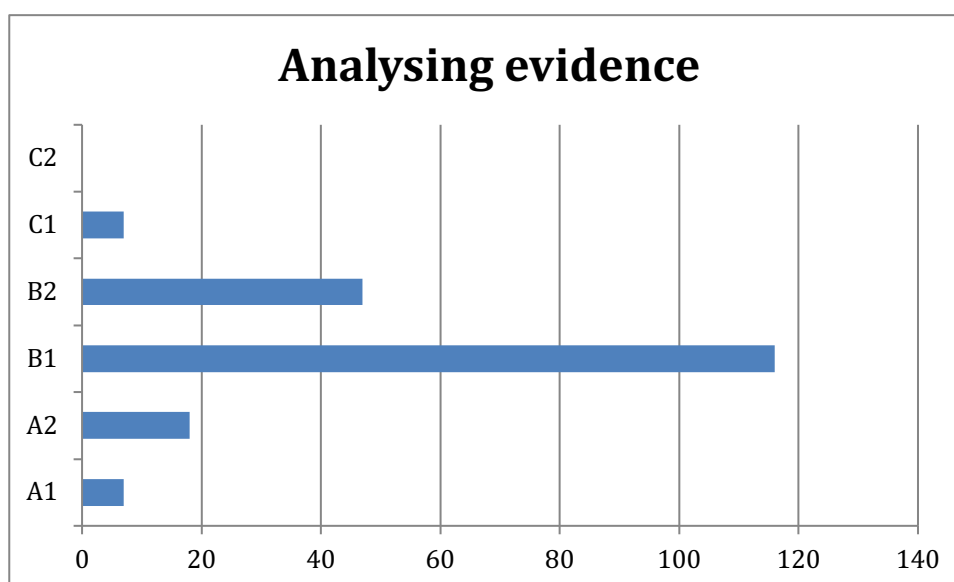
Digital Assessment
A1 = Making little use. Being Unsure (Very limited knowledge)
A2 = Basic tools use within traditional approaches (Limited knowledge)
B1 = Employing digital tools to enhance traditional approaches (Functional knowledge)
B2 = Strategic, effective use (Good knowledge)
C1 = Comprehensive, Critical, Reflective practice (Excellent knowledge)
C2 = Innovating Assessment (Expert knowledge)

To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches



Once again, the majority of respondents rate their knowledge as good or functional. No one asked feels they have expert or limited knowledge of assessment strategies, in terms of using digital technologies (Table 4.2.4).

To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning

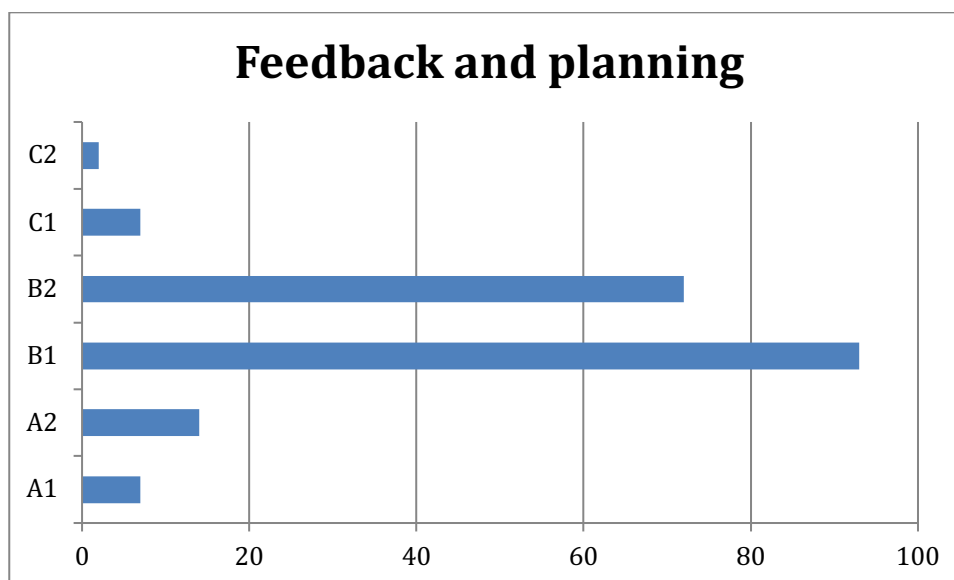


When assessing their ability to analyse digital evidence, survey respondents mainly rate themselves as possessing functional knowledge. No one asked rates themselves as an expert in this field and only a small number feel their knowledge is limited (Table 4.2.4).

To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used. To enable



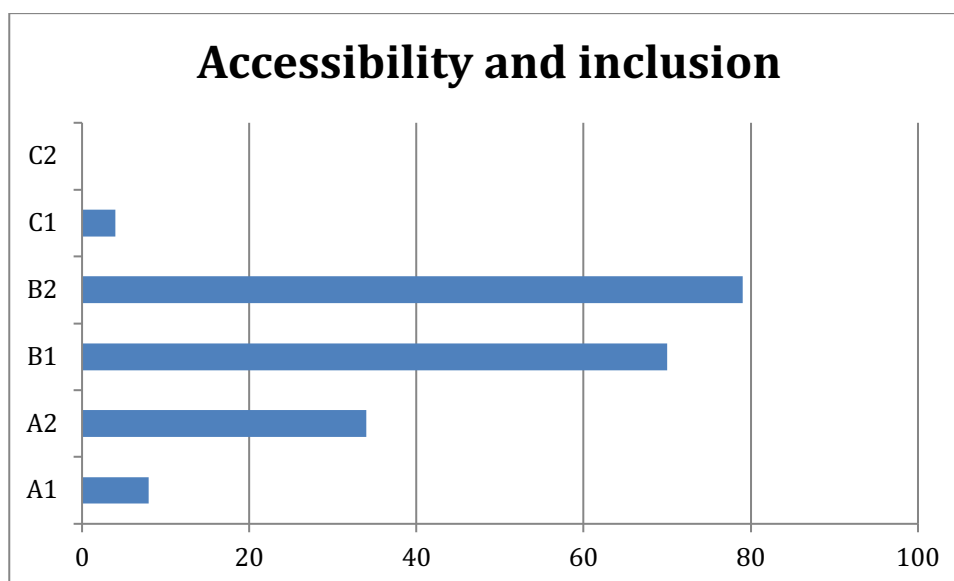
learners and parents to understand the evidence provided by digital technologies and use it for decision-making



Only a small number of respondents rate their knowledge as expert or excellent. Similarly, only a few people have limited experience in this field. The majority of those surveyed rate themselves as having functional or good knowledge of feedback and planning through the use of digital technologies (Table 4.2.4).

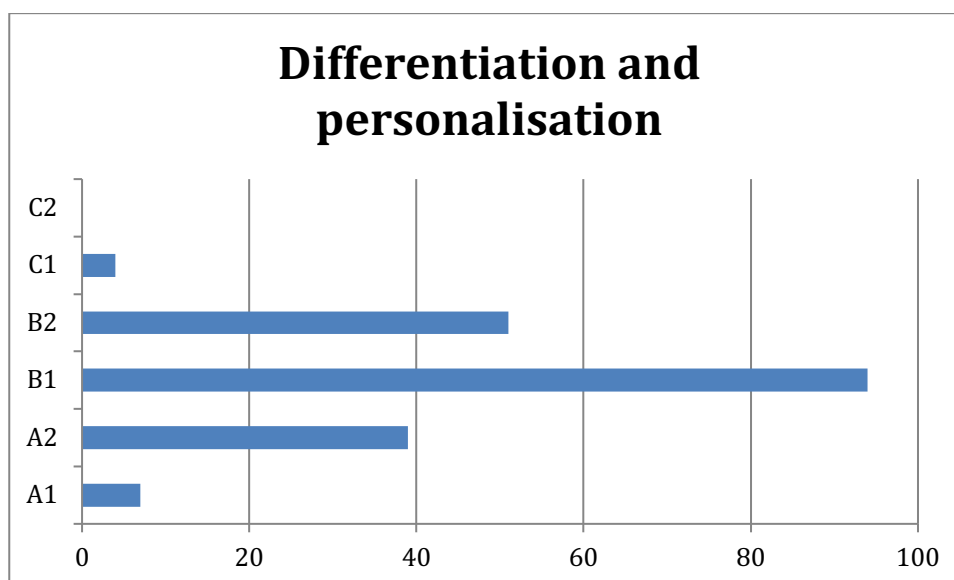
Empowering Learners
A1 = Making little use. Being Unsure (Very limited knowledge)
A2 = Being aware, Basic tools use (Limited knowledge)
B1 = Addressing learners engagement (Functional knowledge)
B2 = Strategically using a range of tools to empower (Good knowledge)
C1 = Comprehensively, Critically enhancing (Excellent knowledge)
C2 = Innovating Strategies (Expert knowledge)

To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies



The majority of respondents rate their knowledge as good. No one surveyed feels they are experts in accessibility and inclusion and only a few of those asked rate their knowledge as limited (Table 4.2.5).

To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives

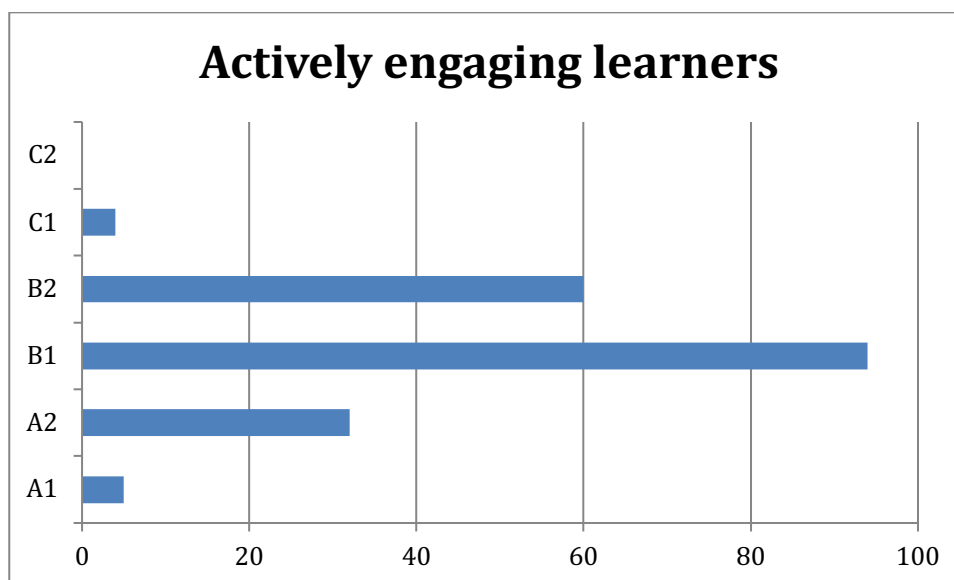


No one who took part in the survey feels they are working at expert level in this field. The pattern continues of most respondents rating themselves as possessing functional knowledge of this digital competence (Table 4.2.5).

To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in



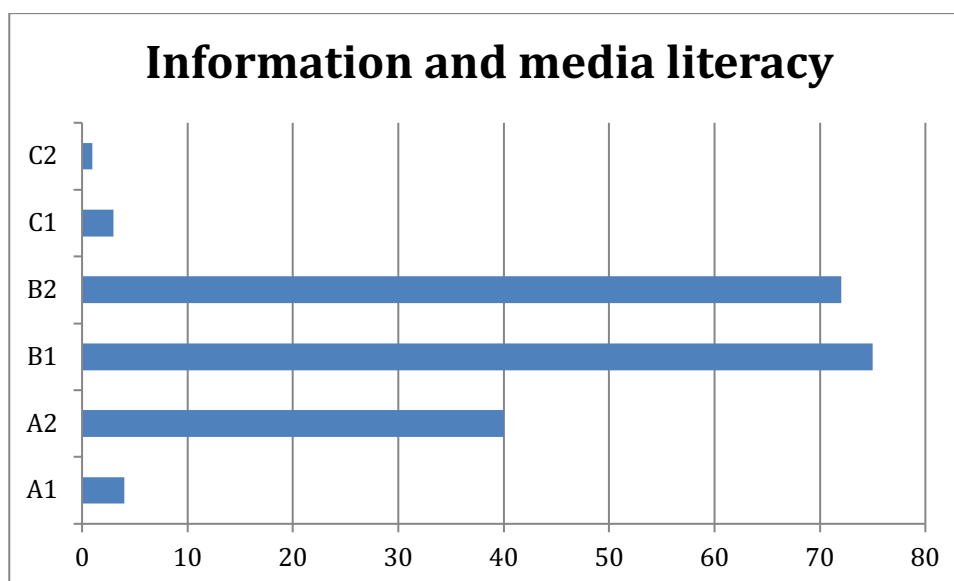
hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters



No survey respondents rate their knowledge of engaging learners using digital technologies as expert level. Most of those asked rate their knowledge as functional with smaller numbers rating themselves as possessing only limited knowledge of this area (Table 4.2.5).

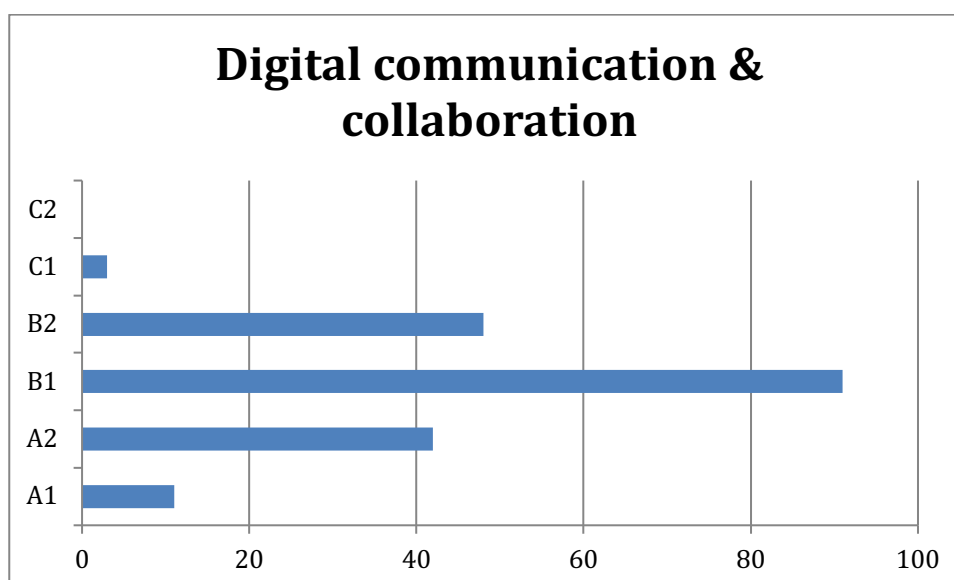
Facilitating Learners' Digital Competence
A1 = Making little use of strategies for learners' DC (Very limited knowledge)
A2 = Encouraging learners to use digital tools (Limited knowledge)
B1 = Implementing activities fostering learners' DC (Functional knowledge)
B2 = Strategically using a range of strategies (Good knowledge)
C1 = Comprehensively and Critically fostering learners' DC (Excellent knowledge)
C2 = Using innovative formats for fostering learners' DC (Expert knowledge)

To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources



The majority of survey respondents rate their knowledge level as either good or functional in terms of information and media literacy. A significant proportion feels they possess limited knowledge of this field, with smaller numbers rating themselves at the extremes of having expert or very limited knowledge (Table 4.2.6).

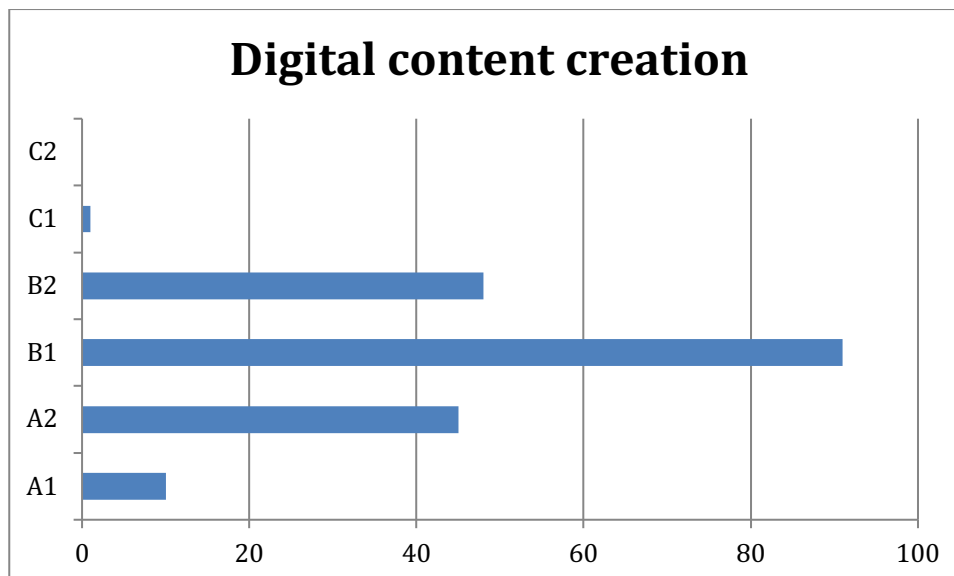
To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation



No one surveyed rates their knowledge of digital collaboration and communication at expert level. The majority of respondents rate their ability in this area as functional (Table 4.2.6).

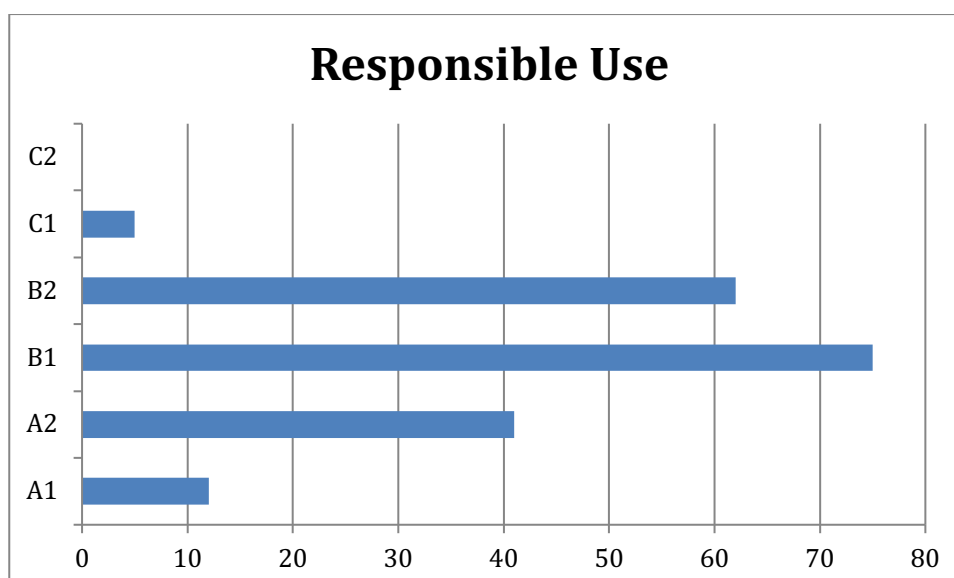


To incorporate assignments and learning activities which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licences apply to digital content, how to reference sources and attribute licenses

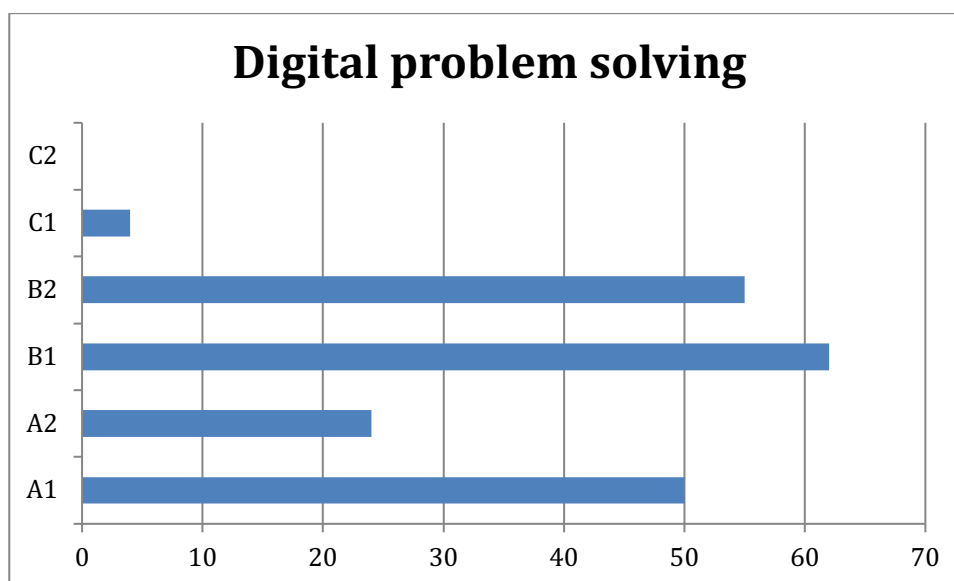


Most survey respondents rate their ability as functional in the creation of digital content. No respondents deem their knowledge as expert level and very few rate themselves as either very limited or excellent in relation to this field (Table 4.2.6).

To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly



No respondents rate themselves as experts in their knowledge of the safe and responsible use of digital technologies. Similar numbers of people rate their ability as good or functional, while a significant proportion of survey respondents rate their knowledge of this area as limited (Table 4.2.6).



In terms of digital problem solving, none of the survey respondents rate their knowledge level as expert. Significantly, a large number of those asked feel they have very limited knowledge of this field. Once again, the majority of respondents have functional to good knowledge of this area, while only a small proportion rate their ability as very good (Table 4.2.6).

4.3 ICT Training Needs

- Training needs in order to use digital technologies effectively in the classroom (q0021)

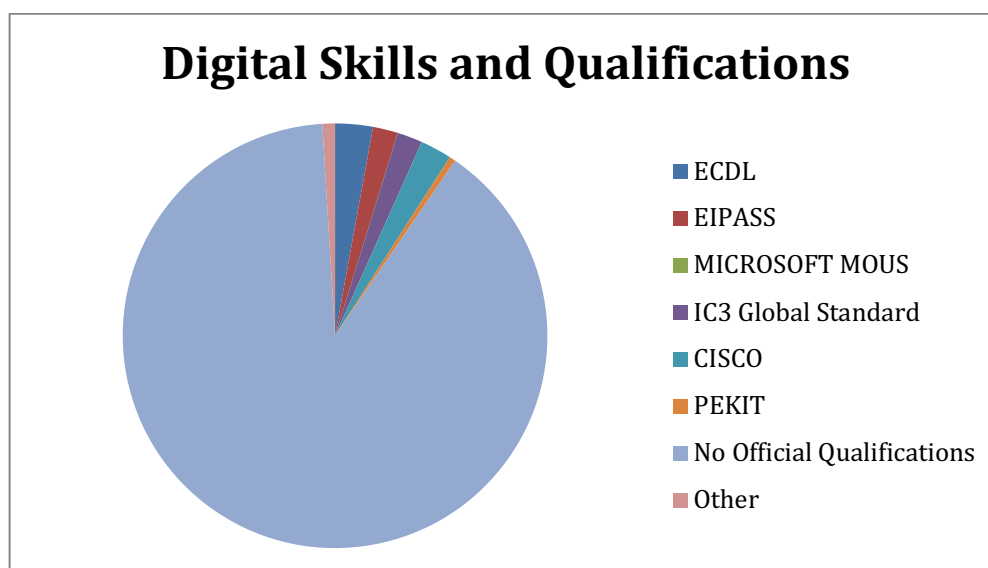


28% of the survey respondents feel that they require further training on digital ethics, 24% want additional training on communication and collaboration and 19% desire professional development training. The remaining respondents require training around the organisation and management of educational spaces and



resources (16%), design, planning and classroom delivery (10%), while 3% still need assistance with improving their basic ICT skills (Table 4.3.1).

- Digital skills qualifications (q0022)



The vast majority of survey respondents (96%) have no official qualifications relating to digital skills. 3% of those who completed the survey have ECDL qualifications, 2% of participants have EIPASS qualifications and a further 2% have CISCO qualifications. 2% of respondents have IC3 Global standard training, while only 1% have PEKIT qualifications and another 1% have other kinds of digital qualifications (Table 4.3.2).

5. The identity of the "digital teacher": personal issues and career profiles

5.1 Personal data and career profiles

Within Primary Education, all survey respondents are female, 2 are aged between 41-50 years old and 1 is aged 31-40 years old. Our sole respondent working in Early Years provision is male and aged between 25-30 years (Tables 5.1.1 and 5.1.2).

Within Secondary Education, 46% of respondents are male, 51% are female and 3% did not disclose their gender. 58% are between the ages of 31-40 years and a further 19% are aged between 41-50 years. 13% of respondents are aged 25-30 years, 5% are aged 51-60 years, 4% are under 25 years old and the remaining 1% are aged 60 years and over (Tables 5.1.1 and 5.1.2).

Within the VET sector, 59% of respondents are male, 35% are female and 6% did not disclose their gender. 60% of respondents working in VET provision are aged between 31-40 years, 19% are 41-50 years old, 13% are between 25-30 years old, 5% are 51-60 years old and 3% are 25 years old or under (Tables 5.1.1 and 5.1.2).

96% of respondents aged 25-30 years are employed on a permanent contract while 4% have temporary contracts. For those aged 31-40 years, 97% have permanent contracts while the remaining 3% have



temporary contracts. All respondents aged between 41-50 years are employed on a permanent basis. For those aged 51-60 years, 88% have a permanent contract and 12% have temporary contracts. Half of those respondents over the age of 60 years are employed on permanent contracts and the other half are employed on a temporary basis. 67% of those under the age of 25 years have permanent contracts and 33% have temporary contracts (Table 5.1.3).

93% of female respondents are employed on a permanent contract and the remaining 7% are employed on a temporary basis. 94% of male respondents have permanent contracts while 6% are employed on a temporary contract. For those who chose not to disclose their gender, 91% are employed on permanent contracts while 9% are working on a temporary contract (Table 5.1.4).

94% of those directly engaged in teaching have permanent contracts while 6% have temporary contracts. All those respondents working in leadership and managerial positions have permanent contracts. Similarly, those respondents employed as ICT/digital coordinators all have permanent contracts (Tables 5.1.5 and 5.1.6).

For those working on a permanent contract, 96% are directly involved in teaching. 8% have leadership responsibilities and 5% work in management. For those employed on a temporary contract, 92% are directly involved in teaching, and 8% work in management (Table 5.1.5).

Respondents under the age of 25 years are all directly involved in teaching but 29% also have some leadership duties. For respondents aged 25-30 years, 8% work in management, 12% work in leadership and 85% are directly involved in teaching. For respondents between 31-40 years old, 98% are directly involved in teaching, 4% have managerial duties and 5% have a leadership role. All respondents aged 41-50 years are directly involved in teaching, 8% also have management roles and a further 8% have leadership duties. All respondents aged 51-60 years have direct teaching responsibilities, 11% have managerial duties and a further 11% have a leadership role (Table 5.1.7).

For male respondents, 95% are directly involved in teaching, 6% work in leadership and 5% work in management. For female respondents, 90% are directly involved in teaching, 7% work in management and 7% work in leadership. All those who did not disclose their gender have a direct teaching role and 17% of this group also has leadership duties (Table 5.1.8).

For those respondents who have a role as digital coordinator in their workplace, 50% have managerial responsibilities, 50% work in leadership and 50% have direct teaching duties. 67% of these digital coordinators are aged 25-30 years old and 33% are 31-40 years old. 67% of these technical specialists are male while the remaining 33% are female (Tables 5.1.9, 5.1.10 and 5.1.11).

5.2 Focus on innovation

For our sole respondent working in Early Years Education, he always uses coding, often uses search tools and resources for creating/editing audio, video, graphics content, blogs, sites and hypertexts. Additionally, he often makes use of educational multimedia programs for discipline. Sometimes, he uses Office and similar packages and software for downloading audio/video files. Due to his level of ICT expertise, he also sometimes uses digital environments for learning, sharing, communication and collaborating online and Digital Educational Content and OER (Open Educational Resources) as well.



Within Primary Education, 25% of respondents often use Office and similar packages while the remaining 75% only sometimes use such programs. 25% of Primary teachers never use software for downloading audio/video files but the majority (75%) often uses it in their practice. Search tools are often used by 25% of respondents working in the Primary sector while the remaining 75% only sometimes use such digital methods in their teaching. 75% of primary respondents never use resources for creating blogs, sites and hypertexts and the remaining 25% only sometimes use such digital resources. Resources for creating/editing audio, video, and graphics content are often used by a third of respondents in this sector, a third only use them sometimes and the remaining third never use such resources. 75% of survey respondents working in Primary Education never use coding, digital environments for learning, sharing, communication and collaborating online or Digital Educational Content and OER. Coding is sometimes by used by a quarter of respondents working in the Primary sector and educational multimedia programs for discipline are also accessed by a quarter of respondents working in Primary Education.

Within Secondary Education, 7% of respondents always use Office applications in their teaching, 67% often use them and 26% sometimes use such digital resources. Only 1% of respondents in this sector always use software for downloading audio/video files, the majority (63%) sometimes use such software, 20% often download audio/video files to use in their teaching while 16% have never used such software in their practice. Search tools are sometimes used by the majority (63%) of survey respondents who teach at Secondary level. 18% often use these tools, 16% never do and remaining 3% always use search tools in their practice. Resources for creating/editing audio, video, and graphics content are sometimes used by 54% of these respondents. 42% never use such resources and only 4% often use such digital tools. Resources for creating blogs, sites and hypertexts are never used by almost a quarter (24%) of all respondents working at Secondary level. Only 10% often use such resources while the majority (66%) sometimes uses such digital tools in their teaching. Digital environments for learning, sharing, communication and collaborating online are sometimes used by 58% of respondents working in Secondary Education. 30% often use such digital tools, 4% always use them while 8% state that they have never used these tools in their teaching career. Digital Educational Content and OER are sometimes used by 73% of survey respondents working in Secondary Education. 12% often use such tools while 15% have never used them in their teaching. Educational multimedia programs for discipline have never been used by 58% of respondents working in this sector. 36% sometimes use such resources while only 2% always use these programs and 4% often make use of such tools. The vast majority of teachers working in Secondary Education (81%) never use coding in their practice, 17% sometimes do and only 2% often use such digital tools in their teaching.

Within the VET sector, Office is always used by 38% of respondents, often used by 59% of those questioned and sometimes used by 3% of VET facilitators. Software for downloading audio/video files is often used by the majority of respondents (85%) in VET, always used by 10%, never used by 4% of respondents and sometimes used by 1% of VET employees. Search tools are always used by 34% of respondents, often used by 60% and sometimes used by 6% of those working in VET. Resources for creating/editing audio, video, and graphics content are often used by 62% of respondents, sometimes used by 25%, always used by 5% and never used by 8% of those delivering VET. Resources for creating blogs, sites and hypertexts are often used by 58% of those working in VET, sometimes used by 34% and never used by 8%. Digital environments are sometimes used by 55% of respondents, often used by 41% but never used by 4% of those asked. Digital Educational Content and OER are never used by 26% of respondents delivering VET, sometimes used by 49% and often



used by 25% of survey respondents. Educational multimedia programs for discipline have never been used by 44% of respondents working in VET, sometimes used by 47% and often used by only 9% of those surveyed. 78% of those delivering VET never use coding in their practice, 18% sometimes use it and 4% often use it in their VET delivery.

13% of female respondents always use Office in their teaching, 63% often use it and 24% sometimes use this program or similar packages. Software for downloading audio/video files are sometimes used by 54% of female respondents, often used by 21% of this group, always used by 6% or never used by 19% of those surveyed. Search tools are always used by 12% of female survey respondents often used by 15%, 65% sometimes use them and 8% never use such digital tools. Resources for creating/editing audio, video, and graphics content are sometimes used by 51% of female respondents, never used by 41%, often used by 6% and always used by only 1% of female teachers. Resources for creating blogs, sites and hypertexts are sometimes used by 71% of female respondents, often used by 8% but never used by 21% of female respondents. Digital environments for learning, sharing, communication and collaborating online are sometimes used by 59% of female respondents, often used by 24%, always used by 2% but never used by 10% of those asked. Digital Educational Content and OER are sometimes used by 65% of female staff, often used by 12% but never used by 28% of female respondents. Educational multimedia programs for discipline are never used by 56% of female respondents, sometimes used by 38% and used often by only 6% of female respondents. Finally, the vast majority of female respondents (84%) have never used coding in their teaching, while the remaining 16% only code sometimes.

22% of male respondents always use Office or similar programs in their teaching. 62% often use such digital resources and 16% sometimes use them. 63% of men who completed the survey often use software for downloading audio/video files, 35% sometimes use it, 3% always use such resources and 4% never employ such methods. Almost half (49%) of male respondents often use search tools in their teaching, a quarter sometimes use them, 18% always employ such digital methods while only 8% of those asked never use these resources in their job role. Resources for creating/editing audio, video, and graphics content are often used by 41% of survey respondents, sometimes used by 39%, always used by 3% but never used by 17% of male respondents. 44% of male respondents often use resources for creating blogs, sites and hypertexts in their teaching, 41% sometimes do while 15% never use such digital technology at work. Digital environments for learning, sharing, communication and collaborating online are sometimes accessed by 54% of male respondents, often used by 40%, always used by 3% and never used by 3%. Digital Educational Content and OER are sometimes used by 65% of male respondents, often used by 20% but never used by 15% of men who completed the survey. Educational multimedia programs for discipline have never been used by 46% of male respondents, sometimes used by 43%, often used by 9% and always used by only 2% of those asked. Coding is never used by two thirds of male respondents, sometimes used by 20%, often used by 4% while less than 1% of respondents always use this digital skill in their teaching.

For those who chose not to disclose their gender when completing the survey, three quarters of respondents often use Office (or similar), 8% always use such programs while 17% only sometimes use them. A quarter of these respondents often use software for downloading audio/video files, a third sometimes uses such technology while 42% of this group never use this software. A third of these respondents never use search tools in their practice, 8% often use such functions while the majority (59%) sometimes use them. 67% of this



group of respondents never use resources for creating/editing audio, video, and graphics content in their teaching. A quarter sometimes use these resources while 8% often use them. 42% of these respondents never use resources for creating blogs, sites and hypertexts, a third sometimes use them while a quarter often use them. Three quarters of this set of respondents sometimes use digital environments for learning, sharing, communication and collaborating online, while the remaining quarter often use them. A quarter of these respondents never use Digital Educational Content and OER, 67% sometimes use them and 8% often use these resources. None of this set of respondents uses Educational multimedia programs for discipline or coding in their teaching.

For respondents aged 25 and under, 72% often use Office and similar packages, 14% always use them while another 14% sometimes use such resources. 57% of this group sometimes uses software for downloading audio/video files, while 43% often use it in their teaching. Search tools are sometimes used by 57% of respondents under 25, often used by 14% but 29% never use these in their teaching. 57% of these respondents never use resources for creating/editing audio, video, and graphics content in their teaching, 29% sometimes do and 14% often access such digital tools in the workplace. Equal percentages (43%) of respondents under the age of 25 either never use resources for creating blogs, site and hypertexts or only sometimes use them in their teaching. The remaining 14% often access these digital tools to deliver education. Digital environments for learning, sharing, communication and collaborating online are sometimes used by respondents aged 25 and under, coding and educational multimedia programs for discipline are never used while 86% use Digital Educational Content and OER in their practice but 14% never do.

For respondents aged 25-30, 54% often use Office and similar packages, 27% always use them and 19% sometimes do. Software for downloading audio/video files is often used by 27% of this group, sometimes used by 43%, always used by 15% but never used by 15% of those asked. Half of all respondents aged 25-30 sometimes use search tools in their teaching, 12% often do while equal numbers of these respondents (19%) either never use such tools or always do to facilitate learning. Resources for creating/editing audio, video, and graphics content are never used by 42% of respondents aged 25-30, another 42% sometimes use them, 4% always do while 12% often do. Resources for creating blogs, sites, hypertexts are sometimes used by just over half (54%) of these respondents, often used by 23% but never used by another 23% of those asked. Digital environments for learning, sharing, communication and collaborating online are sometimes accessed by 62% of this set of respondents, more often by 19%, always by 4% but never accessed by 15% of respondents in this age range. Digital Educational Content and OER are sometimes utilized by 54% of these respondents, often used by 19% but 27% of respondents aged 25-30 have never used them. Educational multimedia programs for discipline are never used by 65% of these respondents, often used by 9%, sometimes used by 12% and always used by 4%. Coding is never used by 80% of respondents aged 25-30, often or sometimes used by 8% of this group and always used by 4%.

For respondents aged 31-40, 66% often use Office and similar packages, 23% always use them and 11% sometimes do. 69% of these respondents often use software for downloading audio/video files, 28% sometimes do, 4% always do and 7% never do. Search tools are always used by 20% of those between the ages of 25-30. 44% often use such digital tools, 32% sometimes do and only 4% never use them. 18% of this group never uses resources for creating/editing audio, video, and graphics content, 39% sometimes do, 40% often do and 3% often do.



Resources for creating blogs, sites and hypertexts are never used by 12% by those aged 31-40, sometimes used by 46% and often utilized by 42%. Digital environments for learning, sharing, communication and collaborating online are sometimes used by 53% of these respondents, often used by 39%, always used by 3% but never used by 5%. Digital Educational Content and OER are sometimes used by 60% of those between the ages of 31-40, often used by 21% but never used by 19%. Educational multimedia programs for discipline are never used by 46% of this group, sometimes used by 46%, often used by 7% and always used by only 1% of these respondents. Coding is never used by three quarters of respondents aged 31-40, sometimes used by 22% and often used by 3%.

For respondents aged 41-50, 66% often use Office or similar packages while equal numbers (61%) sometimes use software for downloading audio/video files and search tools in their teaching. 58% of these respondents also sometimes use resources for creating/editing audio, video, and graphics content, and creating blogs, sites and hypertexts (74%). 52% of those asked sometimes use digital environments for learning, sharing, communication and collaborating online and 74% make use of Digital Educational Content and OER. Educational multimedia programs for discipline are never used by 53% of this group of respondents and 84% never use coding as part of their teaching role.

Over half of respondents aged 51-60 sometimes use Office and similar packages and software for downloading audio/video files (56%). A third of these respondents sometimes use search tools in their teaching but another third never do. 56% of these respondents never use resources for creating/editing audio, video, and graphics content but 67% do use resources for creating blogs, sites and hypertexts. 78% of respondents use digital environments for learning, sharing, communication and collaborating online while 89% sometimes use Digital Educational Content and OER. Educational multimedia programs for discipline have never been used by 67% of respondents aged 51-60, while the vast majority (89%) have never used coding in their teaching. Finally, survey respondents aged 60+ never use resources for creating/editing audio, video, and graphics content, or resources for creating blogs, sites and hypertexts.

As previously established, the majority of survey respondents are employed on a permanent basis. Within this group, 62% often use Office and similar packages, 40% sometimes use software for downloading audio/video files, a further 14% use search tools in their teaching while 43% sometimes use resources for creating/editing audio, video, and graphics content. A larger proportion use resources for creating blogs, sites and hypertexts (53%). 55% sometimes make use of digital environments for learning, sharing, communication and collaborating online, 62% sometimes access Digital Educational Content and OER but the majority of permanently employed respondents never use educational multimedia programs for discipline (52%) or coding (79%).

For respondents employed on a temporary contract, 77% use Office and similar packages in their teaching. Software for downloading audio/video files is often used by 54% of this group of respondents, 62% sometimes use search tools but 46% never use resources for creating/editing audio, video, and graphics content. 46% of respondents working on a temporary basis sometimes use digital environments for learning, sharing, communication and collaborating online and an equal percentage also use resources for creating blogs, sites and hypertexts. 85% of respondents sometimes use Digital Educational Content and OER, 69% of those



asked never use educational multimedia programs for discipline while 85% of these respondents never use coding in their teaching either.

For survey respondents with managerial duties, digital skills are frequently used: 64% often use Office or similar packages, 73% often download audio/video files using specialist software and 55% often use search tools in their teaching. Another 55% of respondents sometimes use resources for creating/editing audio, video, and graphics content and 64% sometimes use Digital Educational Content and OER. A further 64% often access digital environments for learning, sharing, communication and collaborating online and 36% often use resources for creating blogs, sites and hypertexts. Contrastingly, 73% never use coding and 55% never access educational multimedia programs for discipline as part of their role in management.

Half of all respondents working in a leadership position often use Office or similar packages, sometimes access software for downloading audio/video files and sometimes use digital environments for learning, sharing, communication and collaborating online. 43% of these respondents also sometimes use search tools and a further 43% sometimes use resources for creating blogs, sites and hypertexts. An equal proportion of respondents sometimes access resources for creating/editing audio, video and graphics content, or never do (36%). Furthermore, 43% sometimes access Digital Educational Content and OER, or never do. Finally, an equal number of respondents with leadership duties never use coding or educational multimedia programs for discipline.

For respondents whose primary role is to teach, 64% often access Office and similar packages, 45% often use software for downloading audio/video files and 41% sometimes make use of search tools in the workplace. 42% sometimes use resources for creating/editing audio, video, and graphics content and 53% sometimes create blogs, sites and hypertexts using digital resources. 58% of teachers sometimes access digital environments for learning, sharing, communication and collaborating online, 64% sometimes use Digital Educational Content and OER but 80% never use coding and 53% never utilize educational multimedia programs for discipline.

For respondents teaching literacy, 68% often use Office or similar packages, 76% often use software for downloading audio/video files and 70% use search tools as part of their job role. 56% of literacy teachers access resources for creating/editing audio, video, and graphics content as well as creating blogs, sites and hypertexts. 53% sometimes use digital environments for learning, sharing, communication and collaborating online and 52% of those asked sometimes use Digital Educational Content and OER. However, 76% of these teachers never use coding and 47% never access educational multimedia programs for discipline.

For those delivering numeracy lessons, digital technologies are accessed regularly: 70% often use Office or similar packages, 78% often access software for downloading audio/video files, 59% often use search tools, 57% often make use of resources for creating/editing audio, video, and graphics content and another 57% often access resources for creating blogs, sites and hypertexts. 54% sometimes access digital environments for learning, sharing, communication and collaborating online and 53% sometimes use Digital Educational Content and OER. 49% have sometimes accessed educational multimedia programs for discipline whereas 78% never use coding in their practice.



Our respondent working in Early Years Education uses Problem and Case-based Learning is aware of Collaborative Learning and Project-based Learning but not aware of Active Methodologies. For those delivering Primary Education, 67% are also not aware of this teaching practice and none of these respondents are aware of Case-based Learning. Primary School teachers use Collaborative Learning and 67% of those surveyed are aware of both Project and Problem-based Learning. For those working in Secondary Education, 79% are aware of Active Methodologies, 53% are aware of Collaborative Learning while 52% actually use Project-based Learning. 58% of this set of respondents is aware of Problem-based Learning and 64% are aware of Case-based Learning. The majority of respondents delivering VET are aware of the main teaching practices in use: 64% are aware of Active Methodologies, 55% are aware of Collaborative Learning and 66% are aware of Project-based Learning. 79% are also aware of Problem-based Learning while 63% are aware of Case-based Learning (Table 5.2.1).

The majority of female respondents are aware of the main teaching practices in use. 68% are aware of Active Methodologies, 50% are aware of Collaborative Learning, 51% are aware of Project-based Learning, 56% are aware of Problem-based Learning and 53% are aware of Case-based Learning. Male respondents are generally aware of these teaching practices too: 74% are aware of Active Methodologies, 56% are aware of Collaborative Learning and 57% are aware of Project-based Learning. 72% of male respondents are aware of Problem-based Learning while 68% are aware of Case-based Learning. For those who prefer not to identify their gender, 83% are aware of Active Methodologies, half are aware of Collaborative Learning and the other 50% actually use it in their teaching. 58% use Project-based Learning, another 58% is aware of Problem-based Learning and 53% are aware of Case-based Learning.

For those employed on a permanent contract, 72% are aware of Active Methodologies, 53% are aware of Collaborative Learning and 54% are aware of Project-based Learning. 66% of those asked are also aware of Problem-based Learning and 62% are aware of Case-based Learning. For those employed on a temporary basis, 77% are aware of Active Methodologies, 54% are aware of Collaborative, Project and Problem-based Learning while 69% are aware of Case-based Learning

For those teaching Literacy, 68% are aware of Active Methodologies, 54% are aware of Collaborative Learning and 65% are aware of Project-based Learning. 76% of these respondents are also aware of Problem-based Learning and 70% are aware of Case-based Learning. For those teaching Numeracy, 49% are aware of Active Methodologies, 55% are aware of Collaborative Learning and 63% are aware of Project-based Learning. 78% are aware of Problem-based Learning while 71% are aware of Case-based Learning.

For those respondents with leadership duties, 57% are aware of Active Methodologies, 43% use Collaborative Learning and 50% are aware of Project-based Learning. 43% use Problem-based Learning and 50% are aware of Case-based Learning. For those working in management, 45% are not aware of Active Methodologies, 55% use Collaborative Learning and 45% use Project-based Learning. 45% are aware of Problem-based Learning while equal numbers of these respondents either use or are not aware of Case-based Learning. For those respondents whose primary role is teaching, 74% are aware of Active Methodologies, 53% are aware of Collaborative Learning and another 53% are aware of Project-based Learning. Within this group of respondents, 66% are aware of Problem-based Learning and 61% are aware of Case-based Learning.



Respondents aged 25 and under are all aware of Active Methodologies and Case-based Learning, 71% are aware of Collaborative Learning, 86% are aware of Project-based Learning and 57% are aware of Problem-based Learning. For respondents aged 25-30, 72% are aware of Active Methodologies, 48% use Collaborative Learning and 56% are aware of Project-based Learning. 68% of these respondents are aware of Problem-based Learning while 72% are aware of Case-based Learning. For respondents aged 31-40, 71% are aware of Active Methodologies, 58% are aware of Collaborative Learning and 60% are of Project-based Learning. 71% are aware of Problem-based Learning while 65% are aware of Case-based Learning. For respondents aged 41-50, 74% are aware of Active Methodologies, 50% are aware of Collaborative Learning while the other half actually use this method. 61% also use Project-based Learning, 58% are aware of Problem-based Learning and 47% are aware of Case-based Learning. For respondents aged 51-60, 89% are aware of Active Methodologies, 56% use Collaborative Learning and 78% use Project-based Learning. 56% of these respondents are aware of Problem-based Learning and 44% are aware of Case-based Learning. Survey respondents over the age of 60 remain unaware of these methods.

Our sole respondent working in Early Years provision never contacts his students or asks them to document their learning online, for obvious reasons. However, he always takes part in creative work using online applications and encourages interdisciplinary projects through the use of online technologies. Similarly, the majority of respondents working in Primary Education never use these methods either. 75% of those asked never use online technologies for interdisciplinary projects either. 62% of those working in Secondary Education often have regular contact with their students using online communication and 80% sometimes ask students to document online what they have learnt. Students sometimes take part in collaborative online work (73%) and are assessed online too (64%). Online applications for creative work are never used by 45% of respondents working in Secondary Education while 52% never encourage interdisciplinary online projects. Exactly two-thirds of respondents working in VET often contact their students online to continue the learning process outside the classroom, while 74% often ask students to document online what they have learnt. 71% often involve students in collaborative work online while 52% set online assessment for students. 45% of VET employees often use online applications for creative work while 47% often encourage online interdisciplinary projects.

56% of female respondents often contact their students using online methods, 75% sometimes ask students to document online what they have learnt and 66% sometimes involve students in collaborative online work. 68% of female teachers sometimes use online student assessment while 57% sometimes take part in creative work online. However, half of all those women who completed the survey never encourage online interdisciplinary projects. 71% of male respondents often contact their students online, 56% often encourage students to document their learning online and 54% often involved students in online collaborative work. 44% of male survey respondents often set student assessment online, 40% sometimes promote the use of online applications in completing creative work while 36% sometimes encourage online interdisciplinary projects. For those who refrained from disclosing their gender, 75% often contact their students online, 83% ask students to document their learning online, while a third of this set of respondents sometimes set collaborative tasks online. Another 75% sometimes use online assessment in their teaching. However, 92% of the respondents never encourage creative work or interdisciplinary projects online.

All respondents aged 25 and under often contact their students by online means. However, they are never involved in creative work online or interdisciplinary projects. For respondents aged 25-30, 58% often contact students online, 65% ask students to document their learning online and 69% facilitate collaborative work online. Half of these respondents set online assessment but another 50% have never been involved in create work online. Correspondingly, 65% of respondents in this age category never encourage interdisciplinary projects through the use of online technologies. Respondents aged 31-40 often contact students online (68%),



ask students to document their learning online (54%) and involve them in collaborative work online (51%). However, 42% of this age group only sometimes set online assessment, 46% sometimes engages in creative online work and a further 42% encourage interdisciplinary projects. 68% of respondents aged 41-50 often contact their students online, 74% sometimes ask students to log their learning online and 68% involve students in collaborative online work. 61% sometimes set online assessment and 53% are involved in creative work using online applications. Interestingly, half of respondents in this category sometimes encourage interdisciplinary project while the other 50% never do.

For survey respondents employed on a permanent contract, 66% often contact their students online, 49% sometimes ask students to document their learning online and a further 49% involve their students in collaborative work online. 47% sometimes use online assessment, 46% sometimes set creative work using online tools and 39% encourage online interdisciplinary projects. For those employed on a temporary basis, 69% often communicate with their students online, 85% sometimes ask students to document their attainment online while another 69% involve students in collaborative work online. 77% sometimes use online assessment, while 69% of those with temporary contracts never set creative work online and 77% never encourage interdisciplinary projects.

Within literacy teaching, the majority of survey respondents often use digital technologies: 42% of those that chose this rating contact their students online, 67% ask students to document what they have learned online and 61% involve students in collaborative work online. 52% of these respondents set online assessment to be completed by their students, 44% set creative work using online applications while 43% encourage their learners to participate online in interdisciplinary projects. Those that focus on the delivery of numeracy teaching often utilize digital tools in their teaching: 84% contact their students online, 70% ask students to document their learning online and 63% involve students in collaborative online work. 51% set online assessment, 45% engage in creative work using online applications and 43% encourage interdisciplinary projects through the use of online technologies.

For those working in management, 45% often contact their students online, 36% often ask students to document their learning online and 55% involve their students in collaborative work online. 73% often set online assessment for students, 55% sometimes engage in creative work online while 45% never encourage online interdisciplinary projects. For those with leadership responsibilities, 46% use online communication to contact their students, equal numbers of respondents sometimes ask students to document their learning online, or never do (38%) and 46% sometimes involve students in collaborative online work. 46% often set online student assessment, 38% sometimes engage in creative work online, or never do, while 62% never encourage online interdisciplinary projects. For those whose role is primarily to teach, 68% often make contact with their students using online tools, 52% sometimes ask students to document their learning online while 51% sometimes involve their students in collaborative work online. Half of this set of respondents sometimes set online student assessment, 45% sometimes use online applications for creative work while 39% encourage interdisciplinary projects online.

Within VET, 5% of respondents think that digital technologies are very useful in making students more autonomous, 79% think that digital tools are useful, 10% think they are average, 31% think they are partially useful and 1% think that they are not at all useful in making students more autonomous. 7% of respondents think that digital tools are very useful in empowering students in their own education, 58% think that they are useful, 33% think that they are average and 3% think they are partially useful. 11% think that digital technologies are very useful in making the learning process more meaningful for the student, 45% think they are useful, 41% think they are average and 3% think they are partially useful in making the learning process



more meaningful. 4% of respondents think that digital technologies are very useful in making the learning process more effective, 60% think that they are useful, 33% think that they are average, 1% think that they are partially useful and 1% think that they are not at all useful in making the learning process more effective. 5% of respondents think that digital technologies are very useful in making the learning process more efficient, 62% think that they are useful, 27% think they are average, 4% that they are partially useful and 1% think that they are not at all useful. 7% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 52% think that they are useful, 40% think they are average and 1% think that they are partially useful. 4% of respondents think that digital technologies are very useful in involving other actors in the learning process, 49% think they are useful, 41% think they are average, 3% think that they are partially useful and 3% think that they are not at all useful. 10% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 51% think this is useful, 36% think that they are average, 3% think that they are partially useful and 1% think that they are not at all useful. 7% of respondents think that digital technologies are very useful in improving teacher CDP, 48% think that they are useful, 42% think that they are average, 1% think that they are partially useful and 1% think that they are not at all useful. 4% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 55% think they are useful, 36% think that they are average, 3% think that they are partially useful and 3% think they not at all useful.

Within Secondary Education, 2% of respondents think that digital technologies are very useful in making students more autonomous, 41% think that digital tools are useful, 48% think they are average and 9% think they are partially useful in making students more autonomous. 3% of respondents think that digital tools are very useful in empowering students in their own education, 40% think that they are useful, 47% think that they are average and 9% think they are partially useful. 2% think that digital technologies are very useful in making the learning process more meaningful for the student, 33% think they are useful, 53% think they are average, 12% think they are partially useful and 1% think that they are not at all useful in making the learning process more meaningful. 3% of respondents think that digital technologies are very useful in making the learning process more effective, 22% think that they are useful, 55% think that they are average, 20% think that they are partially useful in making the learning process more effective. 3% of respondents think that digital technologies are very useful in making the learning process more efficient, 22% think that they are useful, 49% think they are average, 26% that they are partially useful and 1% think that they are not at all useful. 2% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 24% think that they are useful, 59% think they are average and 16% think that they are partially useful. 3% of respondents think that digital technologies are very useful in involving other actors in the learning process, 24% think they are useful, 48% think they are average, 22% think that they are partially useful and 3% think that they are not at all useful. 3% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 33% think this is useful, 53% think that they are average and 12% think that they are partially useful. 1% of respondents think that digital technologies are very useful in improving teacher CDP, 29% think that they are useful, 58% think that they are average, 11% think that they are partially useful and 1% think that they are not at all useful. 1% of respondents think that digital technologies are very useful in linking school activities with



work experience placements, 11% think they are useful, 47% think that they are average, 16% think that they are partially useful and 24% think they not at all useful.

Within Primary Education, 33% of respondents think that digital technologies are very useful in making students more autonomous, 33% think they are partially useful and 33% think that they are not at all useful in making students more autonomous. 33% of respondents think that digital tools are very useful in empowering students in their own education and 67% think that they are average. 33% think that digital technologies are useful in making the learning process more meaningful for the student, 33% think that they are average and 33% think they are partially useful in making the learning process more meaningful. 33% of respondents think that digital technologies are useful in making the learning process more effective, 33% think that they are average, 33% think that they are partially useful in making the learning process more effective. 33% of respondents think that digital technologies are useful in making the learning process more efficient, 33% think they are average and 33% that they are partially useful. 33% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 33% think they are average and 33% think that they are partially useful. 33% of respondents think that digital technologies are very useful in involving other actors in the learning process and 67% think they are average. 33% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 33% think this is average and 33% think that they are partially useful. 33% of respondents think that digital technologies are useful in improving teacher CDP, 33% think that they are average and 33% think that they are not at all useful. 33% of respondents think that digital technologies are partially useful in linking school activities with work experience placements and 67% think they not at all useful.

Within Early Years education, the sole responder thinks that digital technologies are partially useful in making students more autonomous, average in empowering students in their own education, not at all useful in making the learning process more meaningful, useful in making the learning process more effective, not at all useful in making the learning process more efficient, useful in integrating formal, non-formal and informal learning, average in involving other actors in the learning process, average in improving communication, collaboration and coordination between colleagues, students and institutions, average in improving teacher CDP and useful in linking school activities with work experience placements.

From the respondents aged under 25 years, 14% think that digital technologies are very useful in making students more autonomous, 29% think they are useful, 43% think they are average and 14% think they are partially useful in making students more autonomous. 29% of respondents think that digital tools are very useful in empowering students in their own education, 14% think that they are useful, 43% think they are average and 14% think that they are partially useful. 43% think that digital technologies are useful in making the learning process more meaningful for the student, 43% think that they are average and 14% think they are partially useful in making the learning process more meaningful. 14% of respondents think that digital technologies are very useful in making the learning process more effective, 29% think that they are useful. 43% think that they are average and 14% think that they are partially useful in making the learning process more effective. 43% of respondents think that digital technologies are useful in making the learning process more efficient, in integrating formal, non-formal and informal learning, in involving other actors in the learning process, in improving communication, collaboration and coordination between colleagues, students and



institutions, in improving teacher CDP and in linking school activities with work experience placements, 43% think that they are average in achieving this and 14% think that they are partially useful in achieving this.

From the respondents aged 25-30 years, 44% think that digital technologies are useful in making students more autonomous, 44% think they are average, 8% think they are partially useful and 4% think that they are not at all useful in making students more autonomous. 4% of respondents think that digital tools are very useful in empowering students in their own education, 44% think that they are useful, 44% think that they are average and 8% think they are partially useful. 4% think that digital technologies are very useful in making the learning process more meaningful for the student, 32% think they are useful, 60% think they are average and 4% think they are partially useful in making the learning process more meaningful. 28% of respondents think that digital technologies are useful in making the learning process more effective, 68% think that they are average and 4% think that they are not at all useful in making the learning process more effective. 4% of respondents think that digital technologies are very useful in making the learning process more efficient, 32% think that they are useful, 48% think they are average and 12% that they are partially useful. 32% of respondents think that digital technologies are useful in integrating formal, non-formal and informal learning, 56% think they are average and 12% think that they are partially useful. 36% of respondents think that digital technologies are useful in involving other actors in the learning process, 44% think they are average, 16% think that they are partially useful and 4% think that they are not at all useful. 32% of respondents think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions, 56% think that they are average, 8% think that they are partially useful and 4% think that they are not at all useful. 28% of respondents think that digital technologies are useful in improving teacher CDP, 68% think that they are average, 4% think that they are partially useful. 12% of respondents think that digital technologies are useful in linking school activities with work experience placements, 68% think that they are average, 8% think that they are partially useful and 12% think they not at all useful.

From the respondents aged 31-40 years, 5% think that digital technologies are very useful in making students more autonomous, 65% think they are useful, 28% think they are average and 2% think they are partially useful in making students more autonomous. 4% of respondents think that digital tools are very useful in empowering students in their own education, 51% think that they are useful, 42% think that they are average and 2% think they are partially useful. 8% think that digital technologies are very useful in making the learning process more meaningful for the student, 41% think they are useful, 50% think they are average and 2% think they are partially useful in making the learning process more meaningful. 3% of respondents think that digital technologies are very useful in making the learning process more effective, 46% think they are useful, 42% think that they are average and 10% think that they are partially useful in making the learning process more effective. 4% of respondents think that digital technologies are very useful in making the learning process more efficient, 43% think that they are useful, 42% think they are average and 11% that they are partially useful. 6% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 38% think they are useful, 52% think they are average and 4% think that they are partially useful. 4% of respondents think that digital technologies are very useful in involving other actors in the learning process, 36% think they are useful. 48% think they are average, 10% think that they are partially useful and 2% think that they are not at all useful. 8% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions, 45%



think they are useful. 43% think that they are average and 4% think that they are partially useful. 5% of respondents think that digital technologies are very useful in improving teacher CDP, 41% think they are useful, 48% think that they are average, 5% think that they are partially useful and 1% think that they are not at all useful. 4% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 37% think they are useful, 38% think that they are average, 7% think that they are partially useful and 14% think they not at all useful.

From the respondents aged 41-50 years, 42% think that digital technologies are useful in making students more autonomous, 39% think they are average, 16% think they are partially useful and 3% think that they are not at all useful in making students more autonomous. 5% of respondents think that digital tools are very useful in empowering students in their own education, 39% think that they are useful, 42% think that they are average and 13% think they are partially useful. 34% think that digital technologies are useful in making the learning process more meaningful for the student, 42% think they are average, 21% think they are partially useful and 3% think that they are not at all useful in making the learning process more meaningful. 5% of respondents think that digital technologies are very useful in making the learning process more effective, 26% think they are useful, 42% think that they are average and 26% think that they are partially useful in making the learning process more effective. 3% of respondents think that digital technologies are very useful in making the learning process more efficient, 26% think that they are useful, 32% think they are average and 39% that they are partially useful. 29% of respondents think that digital technologies are useful in integrating formal, non-formal and informal learning, 47% think they are average and 24% think that they are partially useful. 3% of respondents think that digital technologies are very useful in involving other actors in the learning process, 26% think they are useful. 42% think they are average, 26% think that they are partially useful and 3% think that they are not at all useful. 5% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions, 29% think they are useful. 47% think that they are average and 18% think that they are partially useful. 34% of respondents think that digital technologies are useful in improving teacher CDP, 50% think that they are average, 13% think that they are partially useful and 3% think that they are not at all useful. 13% of respondents think that digital technologies are useful in linking school activities with work experience placements, 34% think that they are average, 26% think that they are partially useful and 26% think they not at all useful.

From the respondents aged 51-60 years, 44% think that digital technologies are useful in making students more autonomous and empowering students in their own education, 33% think they are average and 22% think they are partially useful. 44% think that digital technologies are useful in making the learning process more meaningful for the student, 33% think they are average and 22% think they are partially useful in making the learning process more meaningful. 11% of respondents think that digital technologies are useful in making the learning process more effective, 67% think that they are average and 22% think that they are partially useful in making the learning process more effective. 22% of respondents think that digital technologies are useful in making the learning process more efficient, 44% think they are average and 33% that they are partially useful. 11% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, and involving other actors in the learning process, 22% think that they are useful, 44% think they are average and 22% think that they are partially useful. 22% of respondents think that digital technologies are useful in improving communication, collaboration and coordination between colleagues,



students and institutions, 56% think that they are average and 22% think that they are partially useful. 11% of respondents think that digital technologies are useful in improving teacher CDP, 78% think that they are average and 11% think that they are partially useful. 11% of respondents think that digital technologies are useful in linking school activities with work experience placements, 44% think that they are average, 11% think that they are partially useful and 33% think they not at all useful.

Respondents aged over 60 years think that digital technologies are partially useful in making students more autonomous, 50% average and 50% partially useful in empowering students in their own education, partially useful in making the learning process more meaningful, 50% average and 50% partially useful in making the learning process more effective, 50% average and 50% not at all useful in making the learning process more efficient, 50% average and 50% partially useful in integrating formal, non-formal and informal learning, 50% average and 50% not at all useful in involving other actors in the learning process, 50% useful and 50% partially useful in improving communication, collaboration and coordination between colleagues, students and institutions, 50% useful and 50% not at all useful in improving teacher CDP and average in linking school activities with work experience placements.

From the female respondents, 32% think that digital technologies are useful in making students more autonomous and 47% think they are average. 34% think that digital tools are useful in empowering students in their own education and 50% think that they are average. 32% think that digital technologies are useful in making the learning process more meaningful for the student and 51% think they are average. 24% think that digital technologies are useful in making the learning process more effective and 51% think that they are average. 42% think that digital technologies are average in making the learning process more efficient and 26% think that they are partially useful. 56% think that digital technologies are average in integrating formal, non-formal and informal learning. 47% think that digital technologies are average in involving other actors in the learning process and 24% think that they are partially useful. 25% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 54% think that they are average. 26% think that digital technologies are useful in improving teacher CDP and 57% think that they are average. 49% think that digital technologies are average in linking school activities with work experience placements and 25% think they not at all useful.

From the male respondents, 70% think that digital technologies are useful in making students more autonomous. 54% think that digital tools are useful in empowering students in their own education and 37% think that they are average. 41% think that digital technologies are useful in making the learning process more meaningful for the student and 44% think they are average. 46% think that digital technologies are useful in making the learning process more effective and 42% think that they are average. 46% think that digital technologies are useful in making the learning process more efficient, 38% think that they are average and 13% think that they are partially useful. 44% think that digital technologies are useful in integrating formal, non-formal and informal learning and 47% think that they are average. 41% think that digital technologies are useful in involving other actors in the learning process and 45% think that they are average. 47% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 39% think that they are average. 44% think that digital technologies are useful in improving teacher CDP and 46% think that they are average. 39% think that digital technologies



are useful in linking school activities with work experience placements, 36% think they are average and 12% think they not at all useful.

From the respondents who preferred not to identify their gender, 58% rate digital technologies as average in making students more autonomous. 42% think that digital tools are useful in empowering students in their own education and 50% think that they are average. 67% think that digital technologies are average in making the learning process more meaningful for the student. 58% think that digital technologies are average in making the learning process more effective and efficient. 42% think that digital technologies are useful in integrating formal, non-formal and informal learning and 58% think that they are average. 42% think that digital technologies are useful in involving other actors in the learning process and 50% think that they are average. 42% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 58% think that they are average. 75% think that digital technologies are average in improving teacher CDP and 67% think that they are average in linking school activities with work experience placements.

For the respondents on permanent teaching contracts, 56% think that digital technologies are useful in making students more autonomous. 46% think that digital tools are useful in empowering students in their own education and 43% think that they are average. 38% think that digital technologies are useful in making the learning process more meaningful for the student and 49% think they are average. 37% think that digital technologies are useful in making the learning process more effective and 47% think that they are average. 37% think that digital technologies are useful in making the learning process more efficient, 41% think they are average and 18% think that they are partially useful. 34% think that digital technologies are useful in integrating formal, non-formal and informal learning and 52% think that they are average. 47% think that digital technologies are average in involving other actors in the learning process. 39% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 47% think that they are average. 54% think that digital technologies are average in improving teacher CDP. 43% think that digital technologies are average in linking school activities with work experience placements and 17% think they not at all useful.

For the respondents on temporary teaching contracts, 38% think that digital technologies are useful in making students more autonomous and empowering students in their own education and 31% think that they are average and partially useful. 38% think that digital technologies are useful in making the learning process more meaningful for the student and 31% think they are average. 38% think that digital technologies are useful and average in making the learning process more effective and efficient. 46% think that digital technologies are useful in integrating formal, non-formal and informal learning and involving other actors in the learning process and 31% think they are average. 38% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 31% think that they are average and partially useful. 38% think that digital technologies are useful in improving teacher CDP and 31% think they are partially useful. 31% think that digital technologies are useful, average and partially useful in linking school activities with work experience placements.

For the respondents that hold leadership roles, 46% think that digital technologies are useful in making students more autonomous and 23% think that they are average and partially useful. 54% think that digital



tools are useful in empowering students in their own education and making the learning process more meaningful. 39% think that digital technologies are useful in making the learning process more effective and 54% think that they are average. 62% think that digital technologies are useful in making the learning process more efficient. 39% think that digital technologies are useful in integrating formal, non-formal and informal learning and 46% think that they are average. 39% think that digital technologies are useful and average in involving other actors in the learning process. 23% think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions, 31% think that they are average and 39% think they are partially useful. 46% think that digital technologies are useful in improving teacher CDP and 39% think they are average. 46% think that digital technologies are average in linking school activities with work experience placements and 23% think they not at all useful.

For the respondents that hold management roles, 55% think that digital technologies are useful in making students more autonomous. 45% think that digital tools are useful in empowering students in their own education, making the learning process more meaningful and making the learning process more efficient. 36% think that digital technologies are useful and average in making the learning process more effective. 36% think that digital technologies are useful in integrating formal, non-formal and informal learning and 27% think that they are partially average. 27% think that digital technologies are very useful and useful in involving other actors in the learning process. 27% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 36% think that they are average. 55% think that digital technologies are average in improving teacher CDP. 36% think that digital technologies are average in linking school activities with work experience placements and 36% think they not at all useful.

For the respondents that hold teaching roles, 56% think that digital technologies are useful in making students more autonomous. 46% think that digital tools are useful in empowering students in their own education and 43% think that they are average. 48% think that digital technologies are average in making the learning process more meaningful for the student. 45% think that digital technologies are average in making the learning process more effective. 37% think that digital technologies are useful in making the learning process more efficient and 41% think they are average. 51% think that digital technologies are average in integrating formal, non-formal and informal learning. 34% think that digital technologies are useful in involving other actors in the learning process and 47% think they are average. 40% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 46% think that they are average. 52% think that digital technologies are average in improving teacher CDP. 29% think that digital technologies are useful in linking school activities with work experience placements, 42% think they are average and 16% think they not at all useful.

For the respondents that teach literacy, 77% think that digital technologies are useful in making students more autonomous. 56% think that digital tools are useful in empowering students in their own education. 46% think that digital technologies are useful in making the learning process more meaningful for the student and 45% think they are average. 59% think that digital technologies are useful in making the learning process more effective. 56% think that digital technologies are useful in making the learning process more efficient. 49% think that digital technologies are useful in integrating formal, non-formal and informal learning and 47% think that they are average. 46% think that digital technologies are useful in involving other actors in the learning



process and 47% think they are average. 50% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 41% think that they are average. 46% think that digital technologies are useful in improving teacher CDP and 45% think that they are average. 46% think that digital technologies are useful in linking school activities with work experience placements and 40% think they are average.

For the respondents that teach numeracy, 71% think that digital technologies are useful in making students more autonomous. 54% think that digital tools are useful in empowering students in their own education. 46% think that digital technologies are useful in making the learning process more meaningful for the student and 43% think they are average. 54% think that digital technologies are useful in making the learning process more effective. 52% think that digital technologies are useful in making the learning process more efficient. 46% think that digital technologies are useful in integrating formal, non-formal and informal learning and 49% think that they are average. 43% think that digital technologies are useful in involving other actors in the learning process and 47% think they are average. 49% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions. 48% think that digital technologies are useful in improving teacher CDP. 42% think that digital technologies are useful in linking school activities with work experience placements and 38% think they are average.

For the respondents that teach PSHE, 79% think that digital technologies are useful in making students more autonomous. 55% think that digital tools are useful in empowering students in their own education. 43% think that digital technologies are useful in making the learning process more meaningful for the student and 45% think they are average. 62% think that digital technologies are useful in making the learning process more effective. 57% think that digital technologies are useful in making the learning process more efficient. 47% think that digital technologies are useful and average in integrating formal, non-formal and informal learning. 50% think that digital technologies are useful in involving other actors in the learning process. 48% think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions and 41% think that they are average. 50% think that digital technologies are useful in improving teacher CDP and 47% think that they are average. 55% think that digital technologies are useful in linking school activities with work experience placements.

5.3 Teachers completing training and their accompanying needs

5% of respondents have received formal training around digital technologies, 16% have received non-formal training, 64% have received informal training, 14% have received face to face training, 25% have received blended training and 6% have received training fully online.

Within the 5% of respondents that have received formal training around digital technologies, 38% work in VET, 38% work in Secondary Education and 13% work in Primary Education and 13% work in Early Years Education. 25% are female and 75% are male. 63% are aged 25-30 years and 38% are aged 31-40 years. 88% are on permanent contracts and 13% are on temporary contracts. 38% hold leadership roles, 50% hold management roles and 50% hold teaching roles.

Within the past 3 years, 88% of respondents have taught literacy, 50% have taught numeracy, 38% have taught science, 75% have taught history, 38% have taught arts, 13% have taught music, 13% have taught PE,



25% have taught PSHE, 38% have taught RE, 25% have taught ethics and democratic citizenship, 13% have taught social sciences, 50% have taught ICT, 38% have taught modern foreign languages, 25% have taught special education and 13% have taught a subject not listed.

Out of the respondents that have received formal training, 50% always use Microsoft Office applications, 38% often use them and 13% sometimes use them. 25% always use software that downloads audio/video files, 63% often use them and 13% sometimes use them. 25% always use search tools, 63% often use search tools and 13% sometimes use search tools. 13% always use resources for creating/editing audio, video and graphics contents, 50% often use these resources and 38% sometimes use these resources. 75% of respondents often use resources for creating blogs, sites and hypertexts, 13% sometimes use them and 13% never use them. 63% often use digital environments for learning, sharing and communication and 38% sometimes use them. 38% often use digital educational content and open education resources and 63% sometimes use them. 13% of respondents always use educational programs for discipline, 50% often use them, 13% sometimes use them and 25% never use them. 13% of respondents always use coding, 25% often use coding, 25% sometimes use coding and 38% never use coding.

For those who have received formal training, 38% of respondents use active methodologies in the classroom while an additional 50% are aware of them but 13% are not aware of them. 50% of respondents use collaborative learning while an additional 50% are aware of them. 38% of respondents use project based learning and problem based learning in the classroom while an additional 63% are aware of them. 25% of respondents use case based learning in the classroom while an additional 63% are aware of them and 13% are not aware of them.

Within the 16% of respondents that have received non-formal training around digital technologies, 42% work in VET, 55% work in Secondary Education and 3% work in Primary Education. 26% are female, 71% are male and 3% prefer not to identify their gender. 3% are aged up to 25 years, 13% are aged 25-30 years, 68% are aged 31-40 years, 10% are aged 41-50 years and 6% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 19% hold leadership roles, 10% hold management roles and 90% hold only teaching roles.

Within the past 3 years the teaching areas covered by the respondents, 48% of these respondents have taught literacy, 39% have taught numeracy, 29% have taught science, 10% have taught history, 10% have taught arts, 3% have taught music, 10% have taught PE, 32% have taught PSHE, 3% have taught RE, 13% have taught ethics and democratic citizenship, 13% have taught social sciences, 13% have taught ICT, 16% have taught modern foreign languages, 29% have taught learning approaches, 32% have taught special education and 10% have taught a subject not listed.

Out of the respondents that have received non-formal training, 42% always use Microsoft Office applications, 48% often use them and 10% sometimes use them. 6% always use software that downloads audio/video files, 58% often use them, 32% sometimes use them and 3% never use them. 29% always use search tools, 29% often use search tools, 32% sometimes use search tools and 10% never use search tools. 3% always use resources for creating/editing audio, video and graphics contents, 26% often use these resources, 42% sometimes use these resources and 29% never use these resources. 32% of respondents often use resources for creating blogs, sites and hypertexts, 55% sometimes use them and 13% never use them. 10% always use



digital environments for learning, sharing and communication, 35% often use them, 48% sometimes use them and 3% never use them. 29% often use digital educational content and open education resources, 32% sometimes use them and 19% never use them. 16% of respondents often use educational programs for discipline, 13% sometimes use them 71% never use them. 3% of respondents often use coding, 6% sometimes use coding and 90% never use coding.

For those who have received non-formal training, 13% of respondents use active methodologies in the classroom while an additional 68% are aware of them but 19% are not aware of them. 48% of respondents use collaborative learning while an additional 48% are aware of them but 3% are not aware of them. 48% of respondents use project based learning in the classroom while an additional 52% are aware of them. 29% of respondents use problem based learning in the classroom while an additional 65% are aware of them and 6% are not aware of them. 13% of respondents use case based learning in the classroom while an additional 58% are aware of them and 29% are not aware of them.

Within the 64% of respondents that have received informal training around digital technologies, 38% work in VET, 61% work in Secondary Education, 1% work in Primary Education and 1% work in early years. 38% are female, 58% are male and 3% prefer not to identify their gender. 2% are aged up to 25 years, 11% are aged 25-30 years, 60% are aged 31-40 years, 22% are aged 41-50 years, 4% are aged 51-60 years and 2% are aged 60. 96% are on permanent contracts and 4% are on temporary contracts. 5% hold leadership roles, 5% hold management roles and 96% hold teaching roles.

Within the past 3 years, 41% of respondents have taught literacy, 38% have taught numeracy, 15% have taught science, 10% have taught history, 6% have taught arts, 3% have taught music, 4% have taught PE, 30% have taught PSHE, 6% have taught RE, 10% have taught ethics and democratic citizenship, 7% have taught social sciences, 7% have taught ICT, 10% have taught modern foreign languages, 30% have taught learning approaches, 29% have taught special education and 4% have taught a subject not listed.

Out of the respondents that have received informal training, 20% always use Microsoft Office applications, 61% often use them and 19% sometimes use them. 3% always use software that downloads audio/video files, 43% often use them, 44% sometimes use them and 10% never use them. 18% always use search tools, 38% often use search tools, 44% sometimes use search tools and 5% never use search tools. 2% always use resources for creating/editing audio, video and graphics contents, 22% often use these resources, 53% sometimes use these resources and 23% never use these resources. 24% of respondents often use resources for creating blogs, sites and hypertexts, 60% sometimes use them and 17% never use them. 3% always use digital environments for learning, sharing and communication, 41% often use them, 50% sometimes use them and 6% never use them. 14% often use digital educational content and open education resources, 70% sometimes use them and 16% never use them. 2% of respondents always use educational programs for discipline, 6% often use them, 49% sometimes use them 44% never use them. 1% of respondents always use coding, 1% sometimes use coding, 22% sometimes use coding and 77% never use coding.

For those who have received informal training, 7% of respondents use active methodologies in the classroom while an additional 77% are aware of them but 16% are not aware of them. 41% of respondents use collaborative learning while an additional 54% are aware of them but 5% are not aware of them. 47% of respondents use project based learning in the classroom while an additional 50% are aware of them and 2%



are not aware of them. 35% of respondents use problem based learning in the classroom while an additional 60% are aware of them and 5% are not aware of them. 21% of respondents use case based learning in the classroom while an additional 60% are aware of them and 19% are not aware of them.

Within the 14% of respondents that have received face to face training around digital technologies, 54% work in VET, 39% work in Secondary Education and 7% work in Primary Education. 32% are female, 61% are male and 7% prefer not to identify their gender. 7% are aged up to 25 years, 14% are aged 25-30 years, 61% are aged 31-40 years, 14% are aged 41-50 years and 4% are aged 51-60 years. 89% are on permanent contracts and 11% are on temporary contracts. 11% hold leadership roles, 7% hold management roles and 100% hold only teaching roles.

Within the past 3 years, 61% of respondents have taught literacy, 54% have taught numeracy, 7% have taught science, 14% have taught history, 7% have taught arts, 4% have taught music, 4% have taught physical education, 36% have taught personal, social and health education, 11% have taught religious education, 14% have taught ethics and democratic citizenship, 4% have taught social sciences, 21% have taught ICT, 7% have taught modern foreign languages, 32% have taught learning approaches, 36% have taught special education and 11% have taught a subject not listed.

Out of the respondents that have received face to face training, 32% always use Microsoft Office applications, 61% often use them and 7% sometimes use them. 7% always use software that downloads audio/video files, 54% often use them, 25% sometimes use them and 14% never use them. 32% always use search tools, 18% often use search tools, 39% sometimes use search tools and 11% never use search tools. 4% always use resources for creating/editing audio, video and graphics contents, 14% often use these resources, 50% sometimes use these resources and 32% never use these resources. 18% of respondents often use resources for creating blogs, sites and hypertexts, 61% sometimes use them and 21% never use them. 29% often use digital environments for learning, sharing and communication, 61% sometimes use them and 11% never use them. 11% often use digital educational content and open education resources, 43% sometimes use them and 46% never use them. 11% of respondents often use educational programs for discipline, 11% sometimes use them 79% never use them. 7% of respondents often use coding, 7% sometimes use coding and 86% never use coding.

For those who have received face to face training, 4% of respondents use active methodologies in the classroom while an additional 79% are aware of them but 18% are not aware of them. 43% of respondents use collaborative learning while an additional 50% are aware of them but 7% are not aware of them. 39% of respondents use project based learning in the classroom while an additional 61% are aware of them. 21% of respondents use problem based learning in the classroom while an additional 71% are aware of them and 7% are not aware of them. 54% of respondents are aware of case based learning in the classroom and 46% are not aware of them.

Within the 25% of respondents that have received blended training around digital technologies, 60% work in VET, 33% work in Secondary Education, 4% work in Primary Education and 2% work in Early Years Education. 23% are female, 71% are male and 6% prefer not to identify their gender. 4% are aged up to 25 years, 17% are aged 25-30 years, 67% are aged 31-40 years, 8% are aged 41-50 years and 4% are aged 51-



60 years. 94% are on permanent contracts and 6% are on temporary contracts. 10% hold leadership roles, 8% hold management roles and 94% hold only teaching roles.

Within the past 3 years the teaching areas covered by the respondents, 71% of these respondents have taught literacy, 63% have taught numeracy, 8% have taught science, 39% have taught history, 10% have taught arts, 2% have taught music, 2% have taught PE, 52% have taught PSHE, 8% have taught RE, 17% have taught ethics and democratic citizenship, 6% have taught social sciences, 39% have taught ICT, 8% have taught modern foreign languages, 46% have taught learning approaches, 48% have taught special education and 8% have taught a subject not listed.

Out of the respondents that have received blended training, 31% always use Microsoft Office applications, 63% often use them and 6% sometimes use them. 4% always use software that downloads audio/video files, 67% often use them, 17% sometimes use them and 13% never use them. 29% always use search tools, 38% often use search tools, 27% sometimes use search tools and 6% never use search tools. 4% always use resources for creating/editing audio, video and graphics contents, 31% often use these resources, 40% sometimes use these resources and 25% never use these resources. 38% of respondents often use resources for creating blogs, sites and hypertexts, 48% sometimes use them and 15% never use them. 4% always use digital environments for learning, sharing and communication, 42% often use them, 48% sometimes use them and 6% never use them. 21% often use digital educational content and open education resources, 48% sometimes use them and 31% never use them. 2% of respondents always use educational programs for discipline, 13% often use them, 27% sometimes use them 58% never use them. 2% of respondents always use coding, 6% sometimes use coding, 15% sometimes use coding and 77% never use coding.

For those who have received blended training, 13% of respondents use active methodologies in the classroom while an additional 75% are aware of them but 13% are not aware of them. 40% of respondents use collaborative learning while an additional 56% are aware of them but 4% are not aware of them. 40% of respondents use project based learning in the classroom while an additional 60% are aware of them. 25% of respondents use problem based learning in the classroom while an additional 71% are aware of them and 4% are not aware of them. 8% of respondents use case based learning in the classroom while an additional 60% are aware of them and 46% are not aware of them.

Within the 6% of respondents that have received fully online training around digital technologies, 75% work in VET, 17% work in Secondary Education and 8% work in Primary Education. 33% are female and 66% are male. 8% are aged up to 25 years, 8% are aged 25-30 years and 83% are aged 31-40 years. 83% are on permanent contracts and 17% are on temporary contracts. 8% hold leadership roles, 8% hold management roles and 100% hold only teaching roles.

Within the past 3 years, 66% of these respondents have taught literacy, 66% have taught numeracy, 8% have taught science, 25% have taught history, 17% have taught arts, 8% have taught music, 8% have taught physical education, 50% have taught personal, social and health education, 17% have taught religious education, 17% have taught ethics and democratic citizenship, 41% have taught ICT, 17% have taught modern foreign languages, 50% have taught learning approaches, 50% have taught special education and 25% have taught a subject not listed.



Out of the respondents that have received fully online training, 67% always use Microsoft Office applications and 33% often use them. 8% always use software that downloads audio/video files, 75% often use them, 8% sometimes use them and 8% never use them. 58% always use search tools, 17% often use search tools and 35% sometimes use search tools. 8% always use resources for creating/editing audio, video and graphics contents, 8% often use these resources, 67% sometimes use these resources and 17% never use these resources. 17% of respondents often use resources for creating blogs, sites and hypertexts, 67% sometimes use them and 17% never use them. 50% often use digital environments for learning, sharing and communication and 50% sometimes use them. 50% sometimes use digital educational content and open education resources and 50% never use them. 8% of respondents often use educational programs for discipline and 92% never use them. 8% of respondents sometimes use coding and 92% never use coding.

For those who have received face to face training, 8% of respondents use active methodologies in the classroom while an additional 83% are aware of them but 8% are not aware of them. 50% of respondents use collaborative learning while an additional 42% are aware of them but 8% are not aware of them. 50% of respondents use project based learning in the classroom while an additional 50% are aware of them. 50% of respondents use problem based learning in the classroom while an additional 33% are aware of them and 17% are not aware of them. 33% of respondents use case based learning in the classroom and 67% are aware of them.

▪ Evaluation of the digital competency level of teachers (DigCompEdu)

1% of respondents state that they have expert knowledge in organizational communication. Within the 1%, 100% are female and aged between 31-40 years. 100% are on permanent contracts, and have held leadership, management and teaching positions in the past 3 years.

Out of this 1%, digital technologies are always used for social networking, sometimes used for professional networking, often used for professional and personal growth and often used for leisure. In order to use digital technologies effectively in the classroom, 100% of respondents feel that they need increased training in digital ethics.

4% of respondents state that they have excellent knowledge in organizational communication. Within the 4%, 86% are male and 14% prefer not to identify their gender. 14% of the respondents are aged up to 25 years, 14% are aged 25-30 years, 57% are aged 31-40 years and 14% are aged 41-50 years. 71% are on permanent contracts and 29% are on temporary contracts. 14% of respondents hold leadership roles, 14% hold management roles and 100% hold teaching roles.

Out of those who think they have excellent knowledge in organizational communication, 57% often use digital technologies for social networking, 57% often use them for professional networking, 71% often use them for personal and professional growth and 71% often use them for leisure.

In order to use digital technologies effectively in the classroom, 29% think that they need increased training in organization and management of educational spaces and resources, 57% think that they need increased training in communication and collaboration, 57% think that they need increased training in digital ethics and 29% think that they need increased training in professional development.



43% of respondents stated that they have good knowledge in organizational communication. Within the 43%, 18% are female, 78% are male and 4% prefer not to identify their gender. 6% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 75% are aged 31-40 years, 7% are aged 41-50 years and 1% are aged 51-60 years. 93% are on permanent contracts and 7% are on temporary contracts. 4% of respondents hold leadership roles, 4% hold management roles and 98% hold teaching roles.

Out of those who think they have good knowledge in organizational communication, 42% always use digital technologies for social networking and 43% often use them, 51% often use them for professional networking, 60% often use them for personal and professional growth and 45% always use them for leisure and 41% often use them for leisure.

In order to use digital technologies effectively in the classroom, 1% of respondents feel that they need increased training on basic uses in ICT, 8% think that they need increased training in design, planning and classroom deliver, 37% think that they need increased training in organization and management of educational spaces and resources, 67% think that they need increased training in communication and collaboration, 71% think that they need increased training in digital ethics and 59% think that they need increased training in professional development.

46% of respondents state that they have functional knowledge in organizational communication. Within the 46%, 48% are female, 43% are male and 9% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 13% are aged 25-30 years, 44% are aged 31-40 years, 32% are aged 41-50 years and 9% are aged 51-60 year. 97% are on permanent contracts and 3% are on temporary contracts. 3% of respondents hold leadership roles, 3% hold management roles and 99% hold teaching roles.

Out of those who think they have functional knowledge in organizational communication, 51% sometimes use digital technologies for social networking, 60% sometimes use them for professional networking, 74% sometimes use them for personal and professional growth and 63% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 9% of respondents feel that they need increased training on basic uses in ICT, 33% think that they need increased training in design, planning and classroom deliver, 31% think that they need increased training in organization and management of educational spaces and resources, 44% think that they need increased training in communication and collaboration, 60% think that they need increased training in digital ethics and 32% think that they need increased training in professional development.

5% of respondents state that they have limited knowledge in organizational communication. Within the 5%, 78% are female and 22% are male. 11% of respondents are aged 25-30 years, 67% are aged 31-40 years, 11% are aged 41-50 years and 11% are aged over 60 years. 78% are on permanent contracts and 22% are on temporary contracts. 33% of respondents hold leadership roles, 22% hold management roles and 78% hold teaching roles.

Out of those who think they have limited knowledge in organizational communication, 44% sometimes use digital technologies for social networking, 78% sometimes use them for professional networking, 78% sometimes use them for personal and professional growth and 56% sometimes use them for leisure.



In order to use digital technologies effectively in the classroom, 11% of respondents feel that they need increased training on basic uses in ICT, 56% think that they need increased training in design, planning and classroom deliver, 44% think that they need increased training in organization and management of educational spaces and resources, 22% think that they need increased training in communication and collaboration, 22% think that they need increased training in digital ethics and 44% think that they need increased training in professional development.

2% of respondents state that they have very limited knowledge in organizational communication. Within the 2%, 50% are female and 50% are male. 75% of respondents are aged 25-30 years and 25% are aged 60 years and over. 100% are on permanent contracts, 50% of respondents have held leadership roles in the past 3 years, 50% have held management roles and 50% have held teaching roles.

Out of those who think they have excellent knowledge in organizational communication, 50% often use digital technologies for social networking, 50% never use them for professional networking, 50% sometimes use them for personal and professional growth and 75% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 50% of respondents feel that they need increased training on basic uses in ICT, 25% think that they need increased training in design, planning and classroom deliver, 50% think that they need increased training in organization and management of educational spaces and resources, 75% think that they need increased training in communication and collaboration, 25% think that they need increased training in digital ethics and 45% think that they need increased training in professional development.

4% of respondents state that they have excellent knowledge in professional collaboration. Within the 4%, 29% are female, 57% are male and 14% prefer not to identify their gender. 14% of the respondents are aged up to 25 years, 29% are aged 25-30 years, 43% are aged 31-40 years and 14% are aged 41-50 years. 86% are on permanent contracts and 14% are on temporary contracts. 43% of respondents hold leadership roles, 29% hold management roles and 86% hold teaching roles.

Out of those who think they have excellent knowledge in professional collaboration, 43% often and sometimes use digital technologies for social networking, 57% often use them for professional networking, 86% often use them for personal and professional growth and 57% often use them for leisure.

In order to use digital technologies effectively in the classroom, 14% of respondents feel that they need increased training on basic uses in ICT, 14% think that they need increased training in organization and management of educational spaces and resources, 57% think that they need increased training in communication and collaboration, 71% think that they need increased training in digital ethics and 29% think that they need increased training in professional development.

34% of respondents state that they have good knowledge in professional collaboration. Within the 34%, 22% are female, 75% are male and 3% prefer not to identify their gender. 5% of the respondents are aged up to 25 years, 8% are aged 25-30 years, 74% are aged 31-40 years, 12% are aged 41-50 years and 2% are aged 51-60 years. 91% are on permanent contracts and 9% are on temporary contracts. 3% of respondents hold leadership roles, 6% hold management roles and 98% hold teaching roles.



Out of those who think they have good knowledge in professional collaboration, 40% always use digital technologies for social networking and 43% often use them, 52% often use them for professional networking, 54% often use them for personal and professional growth and 40% always and often use them for leisure.

In order to use digital technologies effectively in the classroom, 12% think that they need increased training in design, planning and classroom deliver, 42% think that they needs increased training in organization and management of educational spaces and resources, 66% think that they need increased training in communication and collaboration, 74% think that they need increased training in digital ethics and 49% think that they need increased training in professional development.

51% of respondents state that they have functional knowledge in professional collaboration. Within the 51%, 38% are female, 53% are male and 9% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 12% are aged 25-30 years, 50% are aged 31-40 years, 29% are aged 41-50 years and 5% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 2% of respondents hold leadership roles, 1% hold management roles and 100% hold teaching roles.

Out of those who think they have functional knowledge in professional collaboration, 42% sometimes use digital technologies for social networking, 56% sometimes use them for professional networking, 62% sometimes use them for personal and professional growth and 49% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 4% of respondents feel that they need increased training on basic uses in ICT, 24% think that they need increased training in design, planning and classroom deliver, 25% think that they needs increased training in organization and management of educational spaces and resources, 51% think that they need increased training in communication and collaboration, 64% think that they need increased training in digital ethics and 43% think that they need increased training in professional development.

10% of respondents state that they have limited knowledge in professional collaboration. Within the 10%, 63% are female and 37% are male. 26% of respondents are aged 25-30 years, 63% are aged 31-40 years, 5% are aged 51-60 years and 5% are aged over 60 years. 89% are on permanent contracts and 11% are on temporary contracts. 21% of respondents hold leadership roles, 16% hold management roles and 79% hold teaching roles.

Out of those who think they have limited knowledge in professional collaboration, 53% often use digital technologies for social networking, 68% sometimes use them for professional networking, 68% sometimes use them for personal and professional growth and 63% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 26% of respondents feel that they need increased training on basic uses in ICT, 47% think that they need increased training in design, planning and classroom deliver, 63% think that they needs increased training in organization and management of educational spaces and resources, 37% think that they need increased training in communication and collaboration, 21% think that they need increased training in digital ethics and 26% think that they need increased training in professional development.



2% of respondents stated that they have very limited knowledge in professional collaboration. Within the 2%, 50% are female and 50% are male. 25% of respondents are aged 25-30 years, 50% are aged 51-60 years and 25% are aged 60 years and over. 100% are on permanent contracts, 50% of respondents have held leadership roles in the past 3 years, 25% hold management roles and 75% hold teaching roles.

Out of those who think they have very limited knowledge in professional collaboration, 50% sometimes use digital technologies for social networking, 75% never use them for professional networking, 50% sometimes and never use them for personal and professional growth and 75% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 50% of respondents feel that they need increased training on basic uses in ICT, 50% think that they need increased training in design, planning and classroom deliver, 50% think that they need increased training in organization and management of educational spaces and resources, 25% think that they need increased training in communication and collaboration, 25% think that they need increased training in digital ethics and 50% think that they need increased training in professional development.

4% of respondents state that they have excellent knowledge in reflective practice. Within the 4%, 100% are male. 25% of the respondents are aged 25-30 years, 63% are aged 31-40 years and 13% are aged 41-50 years. 88% are on permanent contracts and 13% are on temporary contracts. 25% hold management roles and 88% hold teaching roles.

Out of those who think they have excellent knowledge in reflective practice, 63% always use digital technologies for social networking, 63% often use them for professional networking, 63% often use them for personal and professional growth and 63% always use them for leisure.

In order to use digital technologies effectively in the classroom, 13% of respondents feel that they need increased training on basic uses in ICT, 13% think that they need increased training in design, planning and classroom deliver, 63% think that they need increased training in organization and management of educational spaces and resources, 75% think that they need increased training in communication and collaboration, 88% think that they need increased training in digital ethics and 25% think that they need increased training in professional development.

28% of respondents state that they have good knowledge in reflective practice. Within the 28%, 11% are female, 84% are male and 4% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 7% are aged 25-30 years, 82% are aged 31-40 years and 7% are aged 41-50 years. 95% are on permanent contracts and 5% are on temporary contracts. 4% of respondents hold leadership roles, 5% hold management roles and 98% hold teaching roles.

Out of those who think they have good knowledge in reflective practice, 47% always use digital technologies for social networking and 44% often use them, 60% often use them for professional networking, 67% often use them for personal and professional growth and 57% always use them for leisure and 42% often use them.

In order to use digital technologies effectively in the classroom, 11% think that they need increased training in design, planning and classroom deliver, 38% think that they need increased training in organization and management of educational spaces and resources, 75% think that they need increased training in



communication and collaboration, 78% think that they need increased training in digital ethics and 60% think that they need increased training in professional development.

52% of respondents state that they have functional knowledge in reflective practice. Within the 52%, 43% are female, 51% are male and 6% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 13% are aged 25-30 years, 49% are aged 31-40 years, 30% are aged 41-50 years and 5% are aged 51-60 years. 95% are on permanent contracts and 5% are on temporary contracts. 7% of respondents hold leadership roles, 4% hold management roles and 98% hold teaching roles.

Out of those who think they have functional knowledge in reflective practice, 43% often and sometimes use digital technologies for social networking, 55% sometimes use them for professional networking, 62% sometimes use them for personal and professional growth and 52% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 6% of respondents feel that they need increased training on basic uses in ICT, 23% think that they need increased training in design, planning and classroom deliver, 29% think that they need increased training in organization and management of educational spaces and resources, 47% think that they need increased training in communication and collaboration, 63% think that they need increased training in digital ethics and 34% think that they need increased training in professional development.

12% of respondents stated that they have limited knowledge in reflective practice. Within the 12%, 65% are female, 26% are male and 9% preferred to not identify their gender. 4% of respondents are aged up to 25 years, 22% are aged 25-30 years, 48% are aged 31-40 years, 9% are aged 41-50 years, 13% are aged 51-60 years and 4% are aged over 60 years. 87% are on permanent contracts and 13% are on temporary contracts. 9% of respondents hold leadership roles, 9% hold management roles and 91% hold teaching roles.

Out of those who think they have limited knowledge in reflective practice, 43% often and sometimes use digital technologies for social networking, 70% sometimes use them for professional networking, 83% sometimes use them for personal and professional growth and 52% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 13% of respondents feel that they need increased training on basic uses in ICT, 48% think that they need increased training in design, planning and classroom deliver, 35% think that they need increased training in organization and management of educational spaces and resources, 39% think that they need increased training in communication and collaboration, 22% think that they need increased training in digital ethics and 48% think that they need increased training in professional development.

3% of respondents state that they have very limited knowledge in reflective practice. Within the 3%, 80% are female and 20% preferred not to identify their gender. 40% of respondents are aged 25-30 years, 40% are aged 31-40 years and 20% are aged 41-50 years. 80% are on permanent contracts and 20% are on temporary contracts. 20% of respondents have held leadership roles in the past 3 years, 20% hold management roles and 100% hold teaching roles.



Out of those who think they have very limited knowledge in reflective practice, 60% sometimes use digital technologies for social networking, 80% sometimes use them for professional networking, 60% sometimes use them for personal and professional growth and 60% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 20% think that they need increased training in design, planning and classroom deliver, 60% think that they need increased training in organization and management of educational spaces and resources, 40% think that they need increased training in communication and collaboration, 40% think that they need increased training in digital ethics and 60% think that they need increased training in professional development.

4% of respondents state that they have excellent knowledge in digital continuous professional development. Within the 4%, 86% are male and 14% are female. 29% of the respondents are aged 25-30 years, 57% are aged 31-40 years and 14% are aged 41-50 years. 86% are on permanent contracts and 14% are on temporary contracts. 29% hold leadership roles, 14% hold management roles and 86% hold teaching roles.

Out of those who think they have excellent knowledge in digital continuous professional development, 43% always and often use digital technologies for social networking, 71% often use them for professional networking, 86% often use them for personal and professional growth and 71% always use them for leisure.

In order to use digital technologies effectively in the classroom, 14% of respondents feel that they need increased training on basic uses in ICT, 29% think that they need increased training in organization and management of educational spaces and resources, 71% think that they need increased training in communication and collaboration, 71% think that they need increased training in digital ethics and 43% think that they need increased training in professional development.

36% of respondents state that they have good knowledge in digital continuous professional development. Within the 36%, 16% are female, 80% are male and 4% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 7% are aged 25-30 years, 84% are aged 31-40 years and 6% are aged 41-50 years. 96% are on permanent contracts and 4% are on temporary contracts. 4% of respondents hold leadership roles, 4% hold management roles and 100% hold teaching roles.

Out of those who think they have good knowledge in digital continuous professional development, 51% always use digital technologies for social networking, 55% often use them for professional networking, 68% often use them for personal and professional growth and 49% always use them for leisure.

In order to use digital technologies effectively in the classroom, 1% of respondents feel that they need increased training on basic uses in ICT, 10% think that they need increased training in design, planning and classroom deliver, 36% think that they need increased training in organization and management of educational spaces and resources, 77% think that they need increased training in communication and collaboration, 81% think that they need increased training in digital ethics and 55% think that they need increased training in professional development.

46% of respondents state that they have functional knowledge in digital continuous professional development. Within the 46%, 48% are female, 44% are male and 8% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 12% are aged 25-30 years, 45% are aged 31-40 years, 34% are aged



41-50 years and 4% are aged 51-60 years. 94% are on permanent contracts and 6% are on temporary contracts. 3% of respondents hold leadership roles, 3% hold management roles and 99% hold teaching roles.

Out of those who think they have functional knowledge in digital continuous professional development, 46% often and sometimes use digital technologies for social networking, 62% sometimes use them for professional networking, 74% sometimes use them for personal and professional growth and 62% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 4% of respondents feel that they need increased training on basic uses in ICT, 29% think that they need increased training in design, planning and classroom deliver, 29% think that they need increased training in organization and management of educational spaces and resources, 39% think that they need increased training in communication and collaboration, 61% think that they need increased training in digital ethics and 34% think that they need increased training in professional development.

11% of respondents state that they have limited knowledge in digital continuous professional development. Within the 11%, 45% are female, 50% are male and 5% preferred to not identify their gender. 5% of respondents are aged up to 25 years, 27% are aged 25-30 years, 36% are aged 31-40 years, 9% are aged 41-50 years, 18% are aged 51-60 years and 5% are aged over 60 years. 86% are on permanent contracts and 14% are on temporary contracts. 14% of respondents hold leadership roles, 14% hold management roles and 86% hold teaching roles.

Out of those who think they have limited knowledge in digital continuous professional development, 36% often use digital technologies for social networking and 41% sometimes use them, 50% sometimes use them for professional networking, 68% sometimes use them for personal and professional growth and 36% often use them for leisure and 41% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 14% of respondents feel that they need increased training on basic uses in ICT, 32% think that they need increased training in design, planning and classroom deliver, 41% think that they need increased training in organization and management of educational spaces and resources, 50% think that they need increased training in communication and collaboration, 23% think that they need increased training in digital ethics and 45% think that they need increased training in professional development.

4% of respondents state that they have very limited knowledge in digital continuous professional development. Within the 4%, 57% are female, 29% are male and 14% preferred not to identify their gender. 29% of respondents are aged 25-30 years, 29% are aged 31-40 years, 14% are aged 41-50 years, 14% are aged 51-60 years and 14% are aged over 60 years. 86% are on permanent contracts and 14% are on temporary contracts. 29% of respondents have held leadership roles in the past 3 years, 14% hold management roles and 71% hold teaching roles.

Out of those who think they have very limited knowledge in digital continuous professional development, 57% sometimes use digital technologies for social networking, 71% sometimes use them for professional



networking, 57% never use them for personal and professional growth and 71% sometimes use them for leisure.

In order to use digital technologies effectively in the classroom, 43% of respondents feel that they need increased training on basic uses in ICT, 43% think that they need increased training in design, planning and classroom deliver, 71% think that they need increased training in organization and management of educational spaces and resources, 14% think that they need increased training in communication and collaboration, 14% think that they need increased training in digital ethics and 43% think that they need increased training in professional development.

4% of respondents state that they have excellent knowledge in selecting digital resources. Within the 4%, 14% are female, 57% are male and 29% prefer not to identify their gender. 14% of the respondents are aged up to 25 years, 57% are aged 25-30 years and 29% are aged 31-40 years. 86% are on permanent contracts and 14% are on temporary contracts. 29% of respondents hold leadership roles, 29% hold management roles and 86% hold teaching roles.

Out of those who think they have excellent knowledge in selecting digital resources, 57% of the respondents always use Microsoft Office applications, 57% often use software for downloading audio/video files, 71% often use search tools, 57% sometimes use resources for creating/editing audio, video and graphics contents and 71% of respondents often use resources for creating blogs, sites and hypertexts. 57% sometimes use digital environments for learning, sharing and communication, 71% sometimes use digital educational content and open education resources, 29% of respondents sometimes use educational programs for discipline and 43% never use them and 57% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 14% of respondents feel that they need increased training on basic uses in ICT, 14% think that they need increased training in design, planning and classroom deliver, 29% think that they need increased training in organization and management of educational spaces and resources, 29% think that they need increased training in communication and collaboration, 57% think that they need increased training in digital ethics and 14% think that they need increased training in professional development.

41% of respondents state that they have good knowledge in selecting digital resources. Within the 41%, 16% are female, 80% are male and 3% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 8% are aged 25-30 years, 81% are aged 31-40 years, 9% are aged 41-50 years and 1% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 6% of respondents hold leadership roles, 4% hold management roles and 99% hold teaching roles.

Out of those who think they have good knowledge in selecting digital resources, 72% of the respondents often use Microsoft Office applications, 75% often use software for downloading audio/video files, 58% often use search tools, 56% often use resources for creating/editing audio, video and graphics contents and 57% of respondents often use resources for creating blogs, sites and hypertexts. 52% sometimes use digital environments for learning, sharing and communication, 53% sometimes use digital educational content and open education resources, 43% of respondents sometimes use educational programs for discipline and 51% never use them and 78% of respondents never use coding.



In order to use digital technologies effectively in the classroom, 1% of respondents feel that they need increased training on basic uses in ICT, 6% think that they need increased training in design, planning and classroom deliver, 35% think that they need increased training in organization and management of educational spaces and resources, 75% think that they need increased training in communication and collaboration, 75% think that they need increased training in digital ethics and 61% think that they need increased training in professional development.

46% of respondents state that they have functional knowledge in selecting digital resources. Within the 46%, 52% are female, 40% are male and 8% prefer not to identify their gender. 6% of the respondents are aged up to 25 years, 12% are aged 25-30 years, 44% are aged 31-40 years, 31% are aged 41-50 years, 6% are aged 51-60 years and 1% are aged over 60 years. 91% are on permanent contracts and 9% are on temporary contracts. 3% of respondents hold leadership roles, 6% hold management roles and 98% hold teaching roles.

Out of those who think they have functional knowledge in selecting digital resources, 63% of the respondents often use Microsoft Office applications, 58% sometimes use software for downloading audio/video files, 60% sometimes use search tools, 58% sometimes use resources for creating/editing audio, video and graphics contents and 68% of respondents sometimes use resources for creating blogs, sites and hypertexts. 63% sometimes use digital environments for learning, sharing and communication, 78% sometimes use digital educational content and open education resources, 43% of respondents sometimes use educational programs for discipline and 51% never use them and 81% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 7% of respondents feel that they need increased training on basic uses in ICT, 38% think that they need increased training in design, planning and classroom deliver, 33% think that they need increased training in organization and management of educational spaces and resources, 38% think that they need increased training in communication and collaboration, 58% think that they need increased training in digital ethics and 31% think that they need increased training in professional development.

18% of respondents state that they have limited knowledge in selecting digital resources. Within the 18%, 44% are female and 56% are male. 19% of respondents are aged 25-30 years, 44% are aged 31-40 years, 19% are aged 41-50 years and 19% are aged 51-60 years. 88% are on permanent contracts and 13% are on temporary contracts. 6% of respondents hold leadership roles and 94% hold teaching roles.

Out of those who think they have limited knowledge in selecting digital resources, 44% of the respondents sometimes use Microsoft Office applications, 44% sometimes use software for downloading audio/video files, 50% sometimes use search tools, 69% never use resources for creating/editing audio, video and graphics contents and 56% of respondents sometimes use resources for creating blogs, sites and hypertexts. 50% sometimes use digital environments for learning, sharing and communication, 50% never use digital educational content and open education resources, 81% of respondents never use educational programs for discipline and 94% never use coding.

In order to use digital technologies effectively in the classroom, 13% of respondents feel that they need increased training on basic uses in ICT, 19% think that they need increased training in design, planning and classroom deliver, 38% think that they need increased training in organization and management of



educational spaces and resources, 56% think that they need increased training in communication and collaboration, 38% think that they need increased training in digital ethics and 38% think that they need increased training in professional development.

1% of respondents state that they have very limited knowledge in selecting digital resources. Within the 1%, 100% are male. 50% of respondents are aged 25-30 years and 50% are aged 60 years and over. 100% are on permanent contracts, 100% of respondents have held leadership roles in the past 3 years and 50% have held management roles.

Out of those who think they have very limited knowledge in selecting digital resources, 50% of the respondents often use Microsoft Office applications and 50% sometimes use them, 50% often use software for downloading audio/video files and 50% sometimes use them, 100% sometimes use search tools, 50% sometimes use resources for creating/editing audio, video and graphics contents and 50% never use them, 50% of respondents sometimes use resources for creating blogs, sites and hypertexts and 50% never use them. 50% often use digital environments for learning, sharing and communication, digital educational content and open education resources, educational programs for discipline and coding, 50% never use them.

In order to use digital technologies effectively in the classroom, 100% of respondents feel that they need increased training on basic uses in ICT, 50% think that they need increased training in organization and management of educational spaces and resources and 50% think that they need increased training in communication and collaboration.

2% of respondents state that they have excellent knowledge in creating digital resources. Within the 2%, 25% are female, and 75% are male. 50% of the respondents are aged 25-30 years and 50% are aged 31-40 years. 75% are on permanent contracts and 25% are on temporary contracts. 25% of respondents hold leadership roles, 25% hold management roles and 100% hold teaching roles.

Out of those who think they have excellent knowledge in creating digital resources, 50% of the respondents always use Microsoft Office applications, software for downloading audio/video files and search tools and 50% often use them. 50% often use resources for creating/editing audio, video and graphics contents, 75% of respondents often use resources for creating blogs, sites and hypertexts, 50% often use digital environments for learning, sharing and communication and 50% sometimes use them. 75% sometimes use digital educational content and open education resources, 50% of respondents often use educational programs for discipline and 50% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 50% think that they need increased training in organization and management of educational spaces and resources, 75% think that they need increased training in digital ethics and 25% think that they need increased training in professional development.

15% of respondents state that they have good knowledge in creating digital resources. Within the 15%, 24% are female, 72% are male and 3% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 76% are aged 31-40 years, 7% are aged 41-50 years and 3% are aged 51-60 years. 93% are on permanent contracts and 7% are on temporary contracts. 7% of respondents hold leadership roles, 3% hold management roles and 97% hold teaching roles.



Out of those who think they have good knowledge in creating digital resources, 62% of the respondents often use Microsoft Office applications, 66% often use software for downloading audio/video files, 45% often use search tools, 52% often use resources for creating/editing audio, video and graphics contents and 52% of respondents often use resources for creating blogs, sites and hypertexts. 52% sometimes use digital environments for learning, sharing and communication, 59% sometimes use digital educational content and open education resources, 41% of respondents sometimes use educational programs for discipline and 48% never use them and 79% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 3% of respondents feel that they need increased training on basic uses in ICT, 14% think that they need increased training in design, planning and classroom delivery, 28% think that they need increased training in organization and management of educational spaces and resources, 55% think that they need increased training in communication and collaboration, 66% think that they need increased training in digital ethics and 59% think that they need increased training in professional development.

51% of respondents state that they have functional knowledge in creating digital resources. Within the 51%, 33% are female, 63% are male and 4% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 7% are aged 25-30 years, 61% are aged 31-40 years, 27% are aged 41-50 years and 4% are aged 51-60 years. 98% are on permanent contracts and 2% are on temporary contracts. 4% of respondents hold leadership roles, 3% hold management roles and 99% hold teaching roles.

Out of those who think they have functional knowledge in creating digital resources, 62% of the respondents often use Microsoft Office applications, 49% often use software for downloading audio/video files, 43% often use search tools and 40% sometimes use them, 53% sometimes use resources for creating/editing audio, video and graphics contents and 57% of respondents sometimes use resources for creating blogs, sites and hypertexts. 54% sometimes use digital environments for learning, sharing and communication, 66% sometimes use digital educational content and open education resources, 58% of respondents sometimes use educational programs for discipline and 72% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 1% of respondents feel that they need increased training on basic uses in ICT, 22% think that they need increased training in design, planning and classroom delivery, 36% think that they need increased training in organization and management of educational spaces and resources, 63% think that they need increased training in communication and collaboration, 80% think that they need increased training in digital ethics and 42% think that they need increased training in professional development.

18% of respondents state that they have limited knowledge in creating digital resources. Within the 18%, 57% are female, 40% are male and 3% preferred to not identify their gender. 1% of respondents are aged up to 25 years, 14% are aged 25-30 years, 63% are aged 31-40 years, 17% are aged 41-50 years and 1% are aged over 60 years. 94% are on permanent contracts and 6% are on temporary contracts. 9% of respondents hold leadership roles, 9% hold management roles and 91% hold teaching roles.

Out of those who think they have limited knowledge in creating digital resources, 77% of the respondents often use Microsoft Office applications, 49% sometimes use software for downloading audio/video files, 57%



sometimes use search tools, 54% never use resources for creating/editing audio, video and graphics contents and 66% of respondents sometimes use resources for creating blogs, sites and hypertexts. 54% sometimes use digital environments for learning, sharing and communication, 57% sometimes use digital educational content and open education resources, 69% of respondents never use educational programs for discipline and 94% never use coding.

In order to use digital technologies effectively in the classroom, 17% of respondents feel that they need increased training on basic uses in ICT, 29% think that they need increased training in design, planning and classroom delivery, 31% think that they need increased training in organization and management of educational spaces and resources, 43% think that they need increased training in communication and collaboration, 46% think that they need increased training in digital ethics and 43% think that they need increased training in professional development.

14% of respondents state that they have very limited knowledge in creating digital resources. Within the 14%, 29% are female, 50% are male and 21% preferred not to identify their gender. 14% of respondents are aged up to 25 years, 29% are aged 25-30 years, 25% are aged 31-40 years, 14% are aged 41-50 years and 4% are aged 60 years and over. 79% are on permanent contracts and 21% are on temporary contracts. 11% of respondents have held leadership roles in the past 3 years, 11% hold management roles and 93% hold teaching roles.

Out of those who think they have very limited knowledge in creating digital resources, 54% of the respondents often use Microsoft Office applications, 36% sometimes and never use software for downloading audio/video files, 43% sometimes use search tools and 46% never use them, 79% never use resources for creating/editing audio, video and graphics content and 54% of respondents never use resources for creating blogs, sites and hypertexts. 75% sometimes use digital environments for learning, sharing and communication, 64% sometimes use digital educational content and open education resources, 96% never use educational programs for discipline and 96% never use coding.

In order to use digital technologies effectively in the classroom, 14% of respondents feel that they need increased training on basic uses in ICT, 25% think that they need increased training in design, planning and classroom delivery, 39% think that they need increased training in organization and management of educational spaces and resources, 43% think that they need increased training in communication and collaboration, 18% think that they need increased training in digital ethics and 36% think that they need increased training in professional development.

1% of respondents state that they have expert knowledge in managing, protecting and sharing digital resources. Within the 1%, 50% are female and 50% are male. 50% of the respondents are aged 25-30 years and 50% are aged 31-40 years. 100% are on permanent contracts, 50% of respondents hold leadership roles, 100% hold management roles and 50% hold teaching roles.

Out of those who think they have expert knowledge in managing, protecting and sharing digital resources, 50% of the respondents always use Microsoft Office applications and 50% often use them, 100% often use software for downloading audio/video files and search tools, 50% often use resources for creating/editing audio, video and graphics contents and 50% sometimes use them, 100% of respondents often use resources



for creating blogs, sites and hypertexts and 100% often use digital environments for learning, sharing and communication. 100% sometimes use digital educational content and open education resources, 50% of respondents always and often use educational programs for discipline and 100% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 50% of respondents feel that they need increased training on basic uses in ICT, 50% think that they need increased training in design, planning and classroom deliver, 50% think that they need increased training in organization and management of educational spaces and resources and 50% think that they need increased training in digital ethics.

1% of respondents state that they have excellent knowledge in managing, protecting and sharing digital resources. Within the 1%, 100% are male. 50% of the respondents are aged 25-30 years and 50% are aged 31-40 years. 50% are on permanent contracts, 50% are on temporary contracts and 100% hold teaching roles.

Out of those who think they have excellent knowledge in managing, protecting and sharing digital resources, 100% of the respondents often use Microsoft Office applications, software for downloading audio/video files, search tools, resources for creating/editing audio, video and graphics contents and resources for creating blogs, sites and hypertexts. 50% often use digital environments for learning, sharing and communication, digital educational content and open education resources and educational programs for discipline, 50% sometimes use them and 50% of respondents often use coding and 50% never use coding.

In order to use digital technologies effectively in the classroom, 50% think that they need increased training in organization and management of educational spaces and resources, 55% think that they need increased training in communication and collaboration and 100% think that they need increased training in digital ethics.

30% of respondents state that they have good knowledge in managing, protecting and sharing digital resources. Within the 30%, 10% are female, 86% are male and 3% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 3% are aged 25-30 years, 86% are aged 31-40 years and 7% are aged 41-50 years. 97% are on permanent contracts and 3% are on temporary contracts. 2% of respondents hold leadership roles, 3% hold management roles and 98% hold teaching roles.

Out of those who think they have good knowledge in managing, protecting and sharing digital resources, 72% of the respondents often use Microsoft Office applications, 81% often use software for downloading audio/video files, 69% often use search tools, 71% often use resources for creating/editing audio, video and graphics contents and 64% of respondents often use resources for creating blogs, sites and hypertexts. 47% often use digital environments for learning, sharing and communication and 53% sometimes use them. 60% sometimes use digital educational content and open education resources, 55% of respondents sometimes use educational programs for discipline and 69% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 2% of respondents feel that they need increased training on basic uses in ICT, 7% think that they need increased training in design, planning and classroom deliver, 34% think that they need increased training in organization and management of educational spaces and resources, 79% think that they need increased training in communication and



collaboration, 81% think that they need increased training in digital ethics and 59% think that they need increased training in professional development.

40% of respondents state that they have functional knowledge in managing, protecting and sharing digital resources. Within the 40%, 49% are female, 47% are male and 4% prefer not to identify their gender. 10% of the respondents are aged 25-30 years, 49% are aged 31-40 years, 32% are aged 41-50 years, 6% are aged 51-60 years and 1% is aged over 60 years. 96% are on permanent contracts and 4% are on temporary contracts. 6% of respondents hold leadership roles, 4% hold management roles and 99% hold teaching roles.

Out of those who think they have functional knowledge in managing, protecting and sharing digital resources, 57% of the respondents often use Microsoft Office applications, 58% sometimes use software for downloading audio/video files, 56% sometimes use search tools, 66% sometimes use resources for creating/editing audio, video and graphics contents and 66% of respondents sometimes use resources for creating blogs, sites and hypertexts. 56% sometimes use digital environments for learning, sharing and communication, 71% sometimes use digital educational content and open education resources, 51% of respondents sometimes use educational programs for discipline and 65% never use them and 79% of respondents never use coding.

In order to use digital technologies effectively in the classroom, 3% of respondents feel that they need increased training on basic uses in ICT, 32% think that they need increased training in design, planning and classroom deliver, 36% think that they needs increased training in organization and management of educational spaces and resources, 45% think that they need increased training in communication and collaboration, 68% think that they need increased training in digital ethics and 32% think that they need increased training in professional development.

18% of respondents state that they have limited knowledge in managing, protecting and sharing digital resources. Within the 18%, 51% are female, 40% are male and 9% preferred to not identify their gender. 6% of respondents are aged up to 25 years, 26% are aged 25-30 years, 51% are aged 31-40 years and 17% are aged 41-50 years. 91% are on permanent contracts and 9% are on temporary contracts. 6% of respondents hold leadership roles, 3% hold management roles and 94% hold teaching roles.

Out of those who think they have limited knowledge in managing, protecting and sharing digital resources, 63% of the respondents often use Microsoft Office applications, 43% often use software for downloading audio/video files and 40% sometimes use them, 54% sometimes use search tools, 54% never use resources for creating/editing audio, video and graphics contents and 66% of respondents sometimes use resources for creating blogs, sites and hypertexts. 60% sometimes use digital environments for learning, sharing and communication, 49% sometimes use digital educational content and open education resources, 80% of respondents never use educational programs for discipline and 97% never use coding.

In order to use digital technologies effectively in the classroom, 11% of respondents feel that they need increased training on basic uses in ICT, 20% think that they need increased training in design, planning and classroom deliver, 26% think that they needs increased training in organization and management of educational spaces and resources, 40% think that they need increased training in communication and collaboration, 49% think that they need increased training in digital ethics and 51% think that they need increased training in professional development.



10% of respondents state that they have very limited knowledge in managing, protecting and sharing digital resources. Within the 10%, 25% are female, 55% are male and 20% preferred not to identify their gender. 15% of respondents are aged up to 25 years, 20% are aged 25-30 years, 25% are aged 31-40 years, 15% are aged 41-50 years, 20% are aged 51-60 years and 5% are aged 60 years and over. 80% are on permanent contracts and 20% are on temporary contracts. 20% of respondents have held leadership roles in the past 3 years, 15% hold management roles and 90% hold teaching roles.

Out of those who think they have very limited knowledge in managing, protecting and sharing digital resources, 60% of the respondents often use Microsoft Office applications, 40% sometimes and never use software for downloading audio/video files, 45% sometimes use search tools and 50% never use them, 85% never use resources for creating/editing audio, video and graphics content and 45% of respondents sometimes use resources for creating blogs, sites and hypertexts and 50% never use them. 70% sometimes use digital environments for learning, sharing and communication, 65% sometimes use digital educational content and open education resources, 95% never use educational programs for discipline and 95% never use coding.

In order to use digital technologies effectively in the classroom, 20% of respondents feel that they need increased training on basic uses in ICT, 30% think that they need increased training in design, planning and classroom delivery, 40% think that they need increased training in organization and management of educational spaces and resources, 45% think that they need increased training in communication and collaboration, 10% think that they need increased training in digital ethics and 35% think that they need increased training in professional development.

1% of respondents stated that they have expert knowledge in teaching. Within the 1%, 100% are female, aged 31-40, hold a permanent contract and have held leadership, management and teaching roles in the past 3 years.

9% of respondents state that they have excellent knowledge in teaching. Within the 9%, 41% are female, 47% are male and 12% prefer not to identify their gender. 12% of the respondents are aged up to 25 years, 35% are aged 25-30 years, 29% are aged 31-40 years and 24% are aged 41-50 years. 76% are on permanent contracts and 24% are on temporary contracts. 12% of respondents hold leadership roles, 6% hold management roles and 100% hold teaching roles.

43% of respondents state that they have good knowledge in teaching. Within the 43%, 17% are female, 77% are male and 6% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 74% are aged 31-40 years, 12% are aged 41-50 years and 1% are aged 51-60 years. 94% are on permanent contracts and 6% are on temporary contracts. 5% of respondents hold leadership roles, 2% hold management roles and 100% hold teaching roles.

41% of respondents state that they have functional knowledge in teaching. Within the 41%, 49% are female, 44% are male and 6% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 13% are aged 25-30 years, 48% are aged 31-40 years, 30% are aged 41-50 years and 6% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 3% of respondents hold leadership roles, 5% hold management roles and 96% hold teaching roles.



6% of respondents stated that they have limited knowledge in teaching. Within the 6%, 64% are female and 36% are male. 64% of the respondents are aged 31-40 years, 27% are aged 51-60 years and 9% are aged over 60 years. 82% are on permanent contracts and 18% are on temporary contracts. 18% of respondents hold leadership roles, 18% hold management roles and 82% hold teaching roles.

1% of respondents state that they have very limited knowledge in teaching. Within the 1%, 100% are male with 50% aged between 25-30 years and 50% aged over 60 years. 100% are on permanent contracts. 100% of respondents hold leadership roles and 50% hold management roles.

7% of respondents state that they have expert or excellent knowledge in guidance. Within the 7%, 50% are female, 36% are male and 14% prefer not to identify their gender. 12% of the respondents are aged up to 25 years, 36% are aged 25-30 years, 21% are aged 31-40 years and 29% are aged 41-50 years. 71% are on permanent contracts and 29% are on temporary contracts. 14% of respondents hold leadership roles, 14% hold management roles and 100% hold teaching roles.

25% of respondents state that they have good knowledge in guidance. Within the 25%, 16% are female, 79% are male and 6% prefer not to identify their gender. 6% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 69% are aged 31-40 years, 4% are aged 41-50 years and 1% are aged 51-60 years. 90% are on permanent contracts and 10% are on temporary contracts. 6% of respondents hold leadership roles, 4% hold management roles and 100% hold teaching roles.

57% of respondents stated that they have functional knowledge in guidance. Within the 57%, 38% are female, 55% are male and 6% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 9% are aged 25-30 years, 61% are aged 31-40 years, 21% are aged 41-50 years, 4% are aged 51-60 years and 1% are aged over 60 years. 98% are on permanent contracts and 2% are on temporary contracts. 4% of respondents hold leadership roles, 4% hold management roles and 97% hold teaching roles.

10% of respondents state that they have limited or very limited knowledge in guidance. Within the 10%, 55% are female and 45% are male. 25% of the respondents are aged 25-30 years, 45% are aged 31-40 years, 10% are aged 41-50 years, 15% are aged 51-60 years and 5% are aged over 60 years. 90% are on permanent contracts and 10% are on temporary contracts. 20% of respondents hold leadership roles, 10% hold management roles and 80% hold teaching roles.

6% of respondents state that they have expert or excellent knowledge in collaborative learning. Within the 6%, 45% are female, 45% are male and 9% prefer not to identify their gender. 18% of the respondents are aged up to 25 years, 36% are aged 25-30 years, 18% are aged 31-40 years and 27% are aged 41-50 years. 64% are on permanent contracts and 36% are on temporary contracts. 9% of respondents hold leadership roles, 27% hold management roles and 91% hold teaching roles.

38% of respondents state that they have good knowledge in collaborative learning. Within the 38%, 15% are female, 81% are male and 4% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 75% are aged 31-40 years, 10% are aged 41-50 years and 1% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 5% of respondents hold leadership roles, 4% hold management roles and 99% hold teaching roles.



45% of respondents state that they have functional knowledge in collaborative learning. Within the 45%, 41% are female, 52% are male and 7% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 13% are aged 25-30 years, 52% are aged 31-40 years, 28% are aged 41-50 years and 6% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 3% of respondents hold leadership roles, 2% hold management roles and 99% hold teaching roles.

12% of respondents state that they have limited or very limited knowledge in collaborative learning. Within the 12%, 70% are female, 22% are male and 9% prefer not to identify their gender. 13% of the respondents are aged 25-30 years, 49% are aged 31-40 years, 17% are aged 41-50 years, 13% are aged 51-60 years and 9% are aged over 60 years. 87% are on permanent contracts and 13% are on temporary contracts. 22% of respondents hold leadership roles, 13% hold management roles and 83% hold teaching roles.

4% of respondents state that they have expert or excellent knowledge in self-regulated learning. Within the 4%, 50% are female, 38% are male and 13% prefer not to identify their gender. 25% of the respondents are aged up to 25 years, 38% are aged 25-30 years, 13% are aged 31-40 years and 25% are aged 41-50 years. 50% are on permanent contracts and 50% are on temporary contracts. 13% of respondents hold leadership roles, 25% hold management roles and 100% hold teaching roles.

39% of respondents state that they have good knowledge in self-regulated learning. Within the 39%, 16% are female, 80% are male and 4% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 11% are aged 25-30 years, 74% are aged 31-40 years, 11% are aged 41-50 years and 1% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 5% of respondents hold leadership roles, 5% hold management roles and 97% hold teaching roles.

42% of respondents state that they have functional knowledge in self-regulated learning. Within the 42%, 41% are female, 51% are male and 7% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 12% are aged 25-30 years, 51% are aged 31-40 years, 28% are aged 41-50 years and 6% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 4% of respondents hold leadership roles, 2% hold management roles and 99% hold teaching roles.

12% of respondents state that they have limited or very limited knowledge in self-regulated learning. Within the 12%, 64% are female, 29% are male and 7% prefer not to identify their gender. 14% of the respondents are aged 25-30 years, 50% are aged 31-40 years, 18% are aged 41-50 years, 11% are aged 51-60 years and 7% are aged over 60 years. 89% are on permanent contracts and 11% are on temporary contracts. 18% of respondents hold leadership roles, 11% hold management roles and 86% hold teaching roles.

5% of respondents state that they have excellent knowledge in assessment strategies. Within the 5%, 56% are female, 33% are male and 11% prefer not to identify their gender. 22% of the respondents are aged up to 25 years, 33% are aged 25-30 years, 11% are aged 31-40 years and 33% are aged 41-50 years. 56% are on permanent contracts and 44% are on temporary contracts. 11% of respondents hold leadership roles, 22% hold management roles and 100% hold teaching roles.

39% of respondents state that they have good knowledge in assessment strategies. Within the 39%, 14% are female, 80% are male and 5% prefer not to identify their gender. 4% of the respondents are aged up to 25



years, 12% are aged 25-30 years, 74% are aged 31-40 years, 9% are aged 41-50 years and 1% is aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 5% of respondents hold leadership roles, 5% hold management roles and 97% hold teaching roles.

42% of respondents state that they have functional knowledge in assessment strategies. Within the 42%, 41% are female, 52% are male and 6% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 11% are aged 25-30 years, 52% are aged 31-40 years, 28% are aged 41-50 years and 6% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 4% of respondents hold leadership roles, 2% hold management roles and 99% hold teaching roles.

14% of respondents state that they have limited and very limited knowledge in assessment strategies. Within the 14%, 67% are female, 26% are male and 7% prefer not to identify their gender. 15% of the respondents are aged 25-30 years, 48% are aged 31-40 years, 19% are aged 41-50 years, 11% are aged 51-60 years and 7% are aged over 60 years. 89% are on permanent contracts and 11% are on temporary contracts. 19% of respondents hold leadership roles, 11% hold management roles and 85% hold teaching roles.

4% of respondents state that they have excellent knowledge in analyzing evidence. Within the 4%, 57% are female, 29% are male and 14% prefer not to identify their gender. 14% of the respondents are aged up to 25 years, 43% are aged 25-30 years, 14% are aged 31-40 years and 29% are aged 41-50 years. 57% are on permanent contracts and 43% are on temporary contracts. 14% of respondents hold leadership roles, 29% hold management roles and 100% hold teaching roles.

24% of respondents state that they have good knowledge in analyzing evidence. Within the 24%, 21% are female, 72% are male and 6% prefer not to identify their gender. 9% of the respondents are aged up to 25 years, 15% are aged 25-30 years, 60% are aged 31-40 years, 15% are aged 41-50 years and 2% are aged 51-60 years. 91% are on permanent contracts and 9% are on temporary contracts. 9% of respondents hold leadership roles, 6% hold management roles and 98% hold teaching roles.

60% of respondents state that they have functional knowledge in analyzing evidence. Within the 60%, 32% are female, 63% are male and 5% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 62% are aged 31-40 years, 22% are aged 41-50 years, 4% are aged 51-60 years and 2% are aged over 60 years. 97% are on permanent contracts and 3% are on temporary contracts. 3% of respondents hold leadership roles, 3% hold management roles and 98% hold teaching roles.

12% of respondents state that they have limited or very limited knowledge in analyzing evidence. Within the 12%, 71% are female, 21% are male and 8% prefer not to identify their gender. 13% of the respondents are aged 25-30 years, 50% are aged 31-40 years, 17% are aged 41-50 years, 13% are aged 51-60 years and 8% are aged over 60 years. 88% are on permanent contracts and 13% are on temporary contracts. 21% of respondents hold leadership roles, 13% hold management roles and 83% hold teaching roles.

5% of respondents state that they have expert or excellent knowledge in feedback and planning. Within the 6%, 56% are female, 33% are male and 11% prefer not to identify their gender. 22% of the respondents are aged up to 25 years, 33% are aged 25-30 years, 11% are aged 31-40 years and 33% are aged 41-50 years.



56% are on permanent contracts and 44% are on temporary contracts. 11% of respondents hold leadership roles, 22% hold management roles and 100% hold teaching roles.

37% of respondents state that they have good knowledge in feedback and planning. Within the 37%, 14% are female, 82% are male and 4% prefer not to identify their gender. 4% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 75% are aged 31-40 years, 10% are aged 41-50 years and 1% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 6% of respondents hold leadership roles, 4% hold management roles and 99% hold teaching roles.

48% of respondents state that they have functional knowledge in feedback and planning. Within the 48%, 41% are female, 51% are male and 9% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 13% are aged 25-30 years, 63% are aged 31-40 years, 27% are aged 41-50 years and 5% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 4% of respondents hold leadership roles, 3% hold management roles and 98% hold teaching roles.

10% of respondents state that they have limited or very limited knowledge in feedback and planning. Within the 10%, 75% are female and 25% are male. 15% of the respondents are aged 25-30 years, 45% are aged 31-40 years, 15% are aged 41-50 years, 15% are aged 51-60 years and 10% are aged over 60 years. 85% are on permanent contracts and 15% are on temporary contracts. 20% of respondents hold leadership roles, 15% hold management roles and 80% hold teaching roles.

2% of respondents state that they have excellent knowledge in accessibility and inclusion. Within the 2%, 25% are female, 50% are male and 25% prefer not to identify their gender. 50% of the respondents are aged 25-30 years, 25% are aged 31-40 years and 25% are aged 41-50 years. 75% are on permanent contracts and 25% are on temporary contracts. 25% of respondents hold leadership roles, 50% hold management roles and 100% hold teaching roles.

41% of respondents state that they have good knowledge in accessibility and inclusion. Within the 41%, 18% are female, 78% are male and 4% prefer not to identify their gender. 6% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 71% are aged 31-40 years, 11% are aged 41-50 years and 1% are aged 51-60 years. 92% are on permanent contracts and 8% are on temporary contracts. 5% of respondents hold leadership roles, 5% hold management roles and 97% hold teaching roles.

36% of respondents state that they have functional knowledge in accessibility and inclusion. Within the 36%, 43% are female, 53% are male and 4% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 53% are aged 31-40 years, 31% are aged 41-50 years and 4% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 1% of respondents hold leadership roles, 1% hold management roles and 100% hold teaching roles.

18% of respondents state that they have limited knowledge in accessibility and inclusion. Within the 18%, 59% are female, 26% are male and 15% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 21% are aged 25-30 years, 50% are aged 31-40 years, 18% are aged 41-50 years, 9% are aged 51-60 years and 3% are aged over 60 years. 97% are on permanent contracts and 3% are on temporary contracts. 9% of respondents hold leadership roles, 6% hold management roles and 94% hold teaching roles.



4% of respondents stated that they have very limited knowledge in accessibility and inclusion. Within the 4%, 43% are female and 57% are male. 14% of the respondents are aged 25-30 years, 29% are aged 31-40 years, 14% are aged 41-50 years, 29% are aged 51-60 years and 14% are aged over 60 years. 71% are on permanent contracts and 29% are on temporary contracts. 57% of respondents hold leadership roles, 29% hold management roles and 57% hold teaching roles.

2% of respondents state that they have excellent knowledge in differentiation and personalisation. Within the 2%, 25% are female, 50% are male and 25% prefer not to identify their gender. 50% of the respondents are aged 25-30 years, 25% are aged 31-40 years and 25% are aged 41-50 years. 75% are on permanent contracts and 25% are on temporary contracts. 25% of respondents hold leadership roles, 50% hold management roles and 100% hold teaching roles.

26% of respondents state that they have good knowledge in differentiation and personalisation. Within the 26%, 25% are female, 69% are male and 6% prefer not to identify their gender. 10% of the respondents are aged up to 25 years, 16% are aged 25-30 years, 57% are aged 31-40 years, 16% are aged 41-50 years and 2% are aged 51-60 years. 88% are on permanent contracts and 12% are on temporary contracts. 8% of respondents hold leadership roles, 6% hold management roles and 98% hold teaching roles.

48% of respondents state that they have functional knowledge in differentiation and personalisation. Within the 48%, 30% are female, 67% are male and 3% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 6% are aged 25-30 years, 67% are aged 31-40 years, 22% are aged 41-50 years and 3% are aged 51-60. 97% are on permanent contracts and 3% are on temporary contracts. 1% of respondents hold leadership roles, 1% hold management roles and 99% hold teaching roles.

20% of respondents state that they have limited knowledge in differentiation and personalisation. Within the 20%, 61% are female, 26% are male and 13% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 21% are aged 25-30 years, 47% are aged 31-40 years, 18% are aged 41-50 years, 8% are aged 51-60 years and 3% are aged over 60 years. 97% are on permanent contracts and 3% are on temporary contracts. 8% of respondents hold leadership roles, 8% hold management roles and 95% hold teaching roles.

4% of respondents state that they have very limited knowledge in differentiation and personalisation. Within the 4%, 43% are female and 57% are male. 14% of the respondents are aged 25-30 years, 29% are aged 31-40 years, 14% are aged 41-50 years, 29% are aged 51-60 years and 14% are aged over 60 years. 71% are on permanent contracts and 29% are on temporary contracts. 57% of respondents hold leadership roles, 29% hold management roles and 57% hold teaching roles.

2% of respondents state that they have excellent knowledge in actively engaging learners. Within the 2%, 50% are female and 50% are male. 50% of the respondents are aged 25-30 years, 25% are aged 31-40 years and 25% are aged 41-50 years. 75% are on permanent contracts and 25% are on temporary contracts. 25% of respondents hold leadership roles, 50% hold management roles and 100% hold teaching roles.

31% of respondents state that they have good knowledge in actively engaging learners. Within the 31%, 15% are female, 82% are male and 3% prefer not to identify their gender. 5% of the respondents are aged up to 25



years, 7% are aged 25-30 years, 87% are aged 31-40 years and 2% are aged over 60 years. 93% are on permanent contracts and 7% are on temporary contracts. 3% of respondents hold leadership roles, 3% hold management roles and 97% hold teaching roles.

48% of respondents state that they have functional knowledge in actively engaging learners. Within the 48%, 44% are female, 50% are male and 6% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 15% are aged 25-30 years, 45% are aged 31-40 years, 32% are aged 41-50 years and 7% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 5% of respondents hold leadership roles, 5% hold management roles and 97% hold teaching roles.

16% of respondents state that they have limited knowledge in actively engaging learners. Within the 16%, 47% are female, 41% are male and 13% prefer not to identify their gender. 9% of the respondents are aged up to 25 years, 16% are aged 25-30 years, 53% are aged 31-40 years, 19% are aged 41-50 years and 3% are aged 51-60 years. 87% are on permanent contracts and 13% are on temporary contracts. 13% of respondents hold leadership roles, 6% hold management roles and 97% hold teaching roles.

3% of respondents state that they have very limited knowledge in actively engaging learners. Within the 3%, 40% are female and 60% are male. 10% of the respondents are aged 25-30 years, 10% are aged 31-40 years, 10% are aged 41-50 years, 10% are aged 51-60 years and 10% are aged over 60 years. 100% are on permanent contracts, 40% of respondents hold leadership roles and 97% hold teaching roles.

2% of respondents state that they have expert and excellent knowledge in information and media literacy. Within the 2%, 100% are male, 25% are aged 25-30 years, 25% are aged 31-40 years, 25% are aged 41-50 years and 25% are aged 51-60 years. 75% are on permanent contracts and 25% are on temporary contracts. 25% of respondents hold leadership roles, 50% hold management roles and 100% hold teaching roles.

37% of respondents state that they have good knowledge in information and media literacy. Within the 37%, 10% are female, 88% are male and 3% prefer not to identify their gender. 1% of the respondents are aged up to 25 years, 4% are aged 25-30 years, 88% are aged 31-40 years, 4% are aged 41-50 years, 1% are aged 51-60 years and 1% are aged over 60 years. 96% are on permanent contracts and 4% are on temporary contracts. 4% of respondents hold leadership roles, 7% hold management roles and 97% hold teaching roles.

38% of respondents state that they have functional knowledge in information and media literacy. Within the 38%, 55% are female, 40% are male and 5% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 11% are aged 25-30 years, 51% are aged 31-40 years, 32% are aged 41-50 years and 4% are aged 51-60 years. 96% are on permanent contracts and 4% are on temporary contracts. 5% of respondents hold leadership roles, 3% hold management roles and 99% hold teaching roles.

21% of respondents state that they have limited knowledge in information and media literacy. Within the 21%, 45% are female, 40% are male and 15% prefer not to identify their gender. 10% of the respondents are aged up to 25 years, 30% are aged 25-30 years, 23% are aged 31-40 years, 25% are aged 41-50 years, 10% are aged 51-60 years and 3% are aged over 60 years. 87% are on permanent contracts and 13% are on temporary contracts. 10% of respondents hold leadership roles, 3% hold management roles and 93% hold teaching roles.



2% of respondents state that they have very limited knowledge in information and media literacy. Within the 2%, 50% are female and 50% are male. 50% of the respondents are aged 25-30 years and 50% are aged 31-40 years. 75% are on permanent contracts and 25% are on temporary contracts. 50% of respondents hold leadership roles, 25% hold management roles and 50% hold teaching roles.

2% of respondents state that they have excellent knowledge in digital communication & collaboration. Within the 2%, 33% are female and 67% are male. 67% of the respondents are aged 25-30 years and 33% are aged 41-50 years. 67% are on permanent contracts and 33% are on temporary contracts. 33% of respondents hold management roles and 100% hold teaching roles.

25% of respondents state that they have good knowledge in digital communication & collaboration. Within the 25%, 13% are female, 83% are male and 4% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 6% are aged 25-30 years, 83% are aged 31-40 years and 8% are aged 41-50 years. 96% are on permanent contracts and 4% are on temporary contracts. 6% of respondents hold leadership roles, 8% hold management roles and 98% hold teaching roles.

47% of respondents state that they have functional knowledge in digital communication & collaboration. Within the 47%, 41% are female, 57% are male and 2% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 61% are aged 31-40 years, 23% are aged 41-50 years and 4% are aged 51-60. 97% are on permanent contracts and 3% are on temporary contracts. 3% of respondents hold leadership roles, 2% hold management roles and 97% hold teaching roles.

22% of respondents state that they have limited knowledge in digital communication & collaboration. Within the 22%, 50% are female, 36% are male and 14% prefer not to identify their gender. 5% of the respondents are aged up to 25 years, 21% are aged 25-30 years, 38% are aged 31-40 years, 29% are aged 41-50 years, 7% are aged 51-60 years and 2% are aged over 60 years. 93% are on permanent contracts and 7% are on temporary contracts. 14% of respondents hold leadership roles, 7% hold management roles and 95% hold teaching roles.

6% of respondents state that they have very limited knowledge in digital communication & collaboration. Within the 6%, 27% are female, 55% are male and 18% prefer not to identify their gender. 18% of the respondents are aged up to 25 years, 27% are aged 25-30 years, 27% are aged 31-40 years, 18% are aged 51-60 years and 9% are aged over 60 years. 64% are on permanent contracts and 36% are on temporary contracts. 18% of respondents hold leadership roles, 9% hold management roles and 82% hold teaching roles.

1% of respondents state that they have excellent knowledge in digital content creation. 100% are male, aged between 25-30 years, on temporary contracts and hold teaching roles.

25% of respondents state that they have good knowledge in digital content creation. Within the 25%, 13% are female, 83% are male and 4% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 6% are aged 25-30 years, 83% are aged 31-40 years and 8% are aged over 60 years. 96% are on permanent contracts and 4% are on temporary contracts. 8% of respondents hold leadership roles, 6% hold management roles and 96% hold teaching roles.



47% of respondents stated that they have functional knowledge in digital content creation. Within the 47%, 37% are female, 60% are male and 2% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 9% are aged 25-30 years, 65% are aged 31-40 years, 21% are aged 41-50 years and 3% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 3% of respondents hold leadership roles, 3% hold management roles and 97% hold teaching roles.

23% of respondents state that they have limited knowledge in digital content creation. Within the 23%, 49% are female, 38% are male and 7% prefer not to identify their gender. 7% of the respondents are aged up to 25 years, 29% are aged 25-30 years, 20% are aged 31-40 years, 31% are aged 41-50 years, 11% are aged 51-60 years and 2% are aged over 60 years. 89% are on permanent contracts and 11% are on temporary contracts. 11% of respondents hold leadership roles, 9% hold management roles and 96% hold teaching roles.

5% of respondents state that they have very limited knowledge in digital content creation. Within the 5%, 60% are female, 20% are male and 20% prefer not to identify their gender. 10% of the respondents are aged up to 25 years, 10% are aged 25-30 years, 50% are aged 31-40 years, 10% are aged 41-50 years, 10% are aged 51-60 years and 10% are aged over 60 years. 80% are on permanent contracts and 20% are on temporary contracts. 20% of respondents hold leadership roles, 10% hold management roles and 97% hold teaching roles.

3% of respondents state that they have excellent knowledge in responsible use of digital technologies. Within the 3%, 60% are female and 40% are male. 60% of the respondents are aged 25-30 years and 40% are aged 31-40 years. 80% are on permanent contracts and 20% are on temporary contracts. 40% of respondents hold leadership roles, 20% hold management roles and 80% hold teaching roles.

32% of respondents state that they have good knowledge in responsible use of digital technologies. Within the 32%, 7% are female, 90% are male and 3% prefer not to identify their gender. 2% of the respondents are aged up to 25 years, 6% are aged 25-30 years, 85% are aged 31-40 years and 6% are aged 41-50 years. 98% are on permanent contracts and 2% are on temporary contracts. 5% of respondents hold leadership roles, 8% hold management roles and 97% hold teaching roles.

38% of respondents state that they have functional knowledge in responsible use of digital technologies. Within the 38%, 45% are female, 52% are male and 3% prefer not to identify their gender. 3% of the respondents are aged up to 25 years, 8% are aged 25-30 years, 56% are aged 31-40 years, 27% are aged 41-50 years, 5% are aged 51-60 years and 1% are aged over 60 years. 95% are on permanent contracts and 5% are on temporary contracts. 4% of respondents hold leadership roles, 1% hold management roles and 97% hold teaching roles.

21% of respondents state that they have limited knowledge in responsible use of digital technologies. Within the 21%, 59% are female, 29% are male and 12% prefer not to identify their gender. 5% of the respondents are aged up to 25 years, 24% are aged 25-30 years, 32% are aged 31-40 years, 32% are aged 41-50 years, 5% are aged 51-60 years and 2% are aged over 60 years. 95% are on permanent contracts and 5% are on temporary contracts. 15% of respondents hold leadership roles, 10% hold management roles and 93% hold teaching roles.



6% of respondents state that they have very limited knowledge in responsible use of digital technologies. Within the 6%, 25% are female, 50% are male and 25% prefer not to identify their gender. 17% of the respondents are aged up to 25 years, 25% are aged 25-30 years, 25% are aged 31-40 years, 8% are aged 41-50 years and 25% are aged over 60 years. 58% are on permanent contracts, 42% are on temporary contracts and 100% hold teaching roles.

2% of respondents state that they have excellent knowledge in digital problem solving. Within the 2%, 25% are female and 75% are male. 50% of the respondents are aged 25-30 years and 50% are aged 31-40 years. 75% are on permanent contracts, 25% are on temporary contracts and 100% hold teaching roles.

28% of respondents state that they have good knowledge in digital problem solving. Within the 28%, 7% are female and 93% are male. 95% of the respondents are 31-40 years, 4% are aged 41-50 years and 2% are aged 51-60 years. 98% are on permanent contracts and 2% are on temporary contracts. 4% of respondents hold leadership roles, 7% hold management roles and 98% hold teaching roles.

32% of respondents state that they have functional knowledge in digital problem solving. Within the 32%, 45% are female, 53% are male and 2% prefer not to identify their gender. 8% of the respondents are aged 25-30 years, 56% are aged 31-40 years, 31% are aged 41-50 years and 5% are aged 51-60 years. 97% are on permanent contracts and 3% are on temporary contracts. 6% of respondents hold leadership roles, 5% hold management roles and 95% hold teaching roles.

12% of respondents state that they have limited knowledge in digital problem solving. Within the 12%, 50% are female, 38% are male and 13% prefer not to identify their gender. 8% of the respondents are aged up to 25 years, 25% are aged 25-30 years, 50% are aged 31-40 years, 13% are aged 41-50 years and 4% are aged 51-60 years. 100% are on permanent contracts, 8% of respondents hold leadership roles, 13% hold management roles and 96% hold teaching roles.

26% of respondents state that they have very limited knowledge in digital problem solving. Within the 26%, 46% are female, 38% are male and 16% prefer not to identify their gender. 10% of the respondents are aged up to 25 years, 26% are aged 25-30 years, 24% are aged 31-40 years, 28% are aged 41-50 years, 8% are aged 51-60 years and 4% are aged over 60 years. 82% are on permanent contracts and 18% are on temporary contracts. 12% of respondents hold leadership roles, 2% hold management roles and 100% hold teaching roles.

In order to use digital technologies effectively in the classroom, 7% of respondents feel that they need increased training on basic uses in ICT, 22% think that they need increased training in design, planning and classroom delivery, 35% feel that they need increased training in organization and management of educational spaces and resources, 54% think that they need increased training in communication and collaboration, 62% believe that they need increased training in digital ethics and 43% feel that they need increased training in professional development.

Within the 7% of respondents who feel they need increased training in basic uses of ICT, 46% are female, 46% are male and 8% prefer not to identify their gender. 39% are aged 25-30 years, 46% are aged 31-40



years, 8% are aged between 51-60 years and 8% are aged 60+ years. 100% are on permanent contracts and 31% hold leadership roles, 16% hold management roles and 62% hold standard teaching roles.

Out of those who feel they need increased training in basic uses of ICT, 23% of the respondents always use Microsoft Office applications, 54% often use them and 23% sometimes use them. 8% always use software that downloads audio/video files, 15% often use them, 54% sometimes use them and 23% never use them. 15% always use search tools, 23% often use search tools, 54% sometimes use search tools and 8% never use search tools. 15% often use resources for creating/editing audio, video and graphics content, 46% sometimes use these resources and 39% never use these resources. 23% of respondents often use resources for creating blogs, sites and hypertexts, 46% sometimes use them and 31% never use them. 31% often use digital environments for learning, sharing and communication, 46% sometimes use them and 23% never use them. 15% often use digital educational content and open education resources, 46% sometimes use them and 39% never use them. 8% of respondents always use educational programs for discipline, 23% often use them, 15% sometimes use them and 54% never use them. 8% of respondents always use coding, 8% often use it, 8% sometimes use it and 77% never use it.

For those who feel they need increased training in basic uses of ICT, 15% of respondents use active methodologies in the classroom while an additional 46% are aware of them but 38% are unaware. 46% of respondents use collaborative learning while an additional 38% are aware of it but 8% remain unaware. 46% of respondents use project based learning in the classroom while an additional 46% are aware of the technique and 8% are not aware of it. 54% of respondents use problem based learning in the classroom while an additional 31% are aware of this and 5% are unaware. 31% of respondents use case based learning in the classroom while an additional 39% are aware of it and 31% are unaware.

38% of these respondents use self and peer assessment as a digital assessment tool. 46% of respondents use portfolios as a digital assessment tool. 15% use Rubrics as an assessment tool, 8% use conceptual maps while 46% do not use any digital tool for assessment.

Out of the respondents who feel that they need increased training in basic uses of ICT, 8% always contact their students through online communication, 38% often communicate online, 38% sometimes communicate online and 15% never communicate online with their students. 8% of respondents often ask their students to document online what they have learned, 46% sometimes ask their students to document what they have learned online and 46% never ask their students to document online what they have learned. 8% of respondents always involve their students in collaborative online work, 8% often do, 46% sometimes do and 38% never do. 31% of respondents often use online student assessment, 31% sometimes use it and 38% never do. 8% of respondents always ask students to produce creative work using online applications, 8% often ask their students to do this, 46% sometimes ask their students to do this and 38% never ask their students to do this. 15% of respondents always encourage interdisciplinary projects through the use of online technologies, 8% often encourage this, 31% sometimes encourage this and 46% never encourage this.

8% of respondents who think that they need increased training in basic uses of ICT feel that digital technologies are very useful in making students more autonomous, 31% think that digital tools are useful, 31% think they are average and 31% think they are partially useful in making students more autonomous. 8% of respondents think that digital tools are very useful in empowering students in their own education, 46% think



that they are useful, 38% think that they are average and 8% think they are partially useful. 8% believe that digital technologies are very useful in making the learning process more meaningful for the student, 38% think they are useful, 38% think they are average, 8% think they are partially useful and 8% think that they are not at all useful in making the learning process more meaningful. 8% of respondents think that digital technologies are very useful in making the learning process more effective, 31% think that they are useful, 46% think that they are average and 15% think that they are partially useful in making the learning process more effective. 8% of respondents think that digital technologies are very useful in making the learning process more efficient, 31% think that they are useful, 38% think they are average, 15% that they are partially useful and 8% think that they are not at all useful. 8% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 23% think that they are useful, 54% think they are average and 15% think that they are partially useful. 8% of respondents think that digital technologies are very useful in involving other actors in the learning process, 23% think they are useful, 54% think they are average and 15% think that they are partially useful. 8% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 15% think this is useful, 69% think that they are average and 8% think they are partially useful. 8% of respondents think that digital technologies are very useful in improving teacher CDP, 31% think that they are useful and 62% think that they are average. 8% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 8% think they are useful, 54% think that they are average, 8% think that they are partially useful and 15% think they not at all useful.

Within the 22% of respondents who think they need increased training in design, planning and classroom delivery, 58% are female, 35% are male and 7% prefer not to disclose their gender. 12% are aged 25-30 years, 35% are aged 31-40 years, 44% are aged 41-50 years and 9% are aged 51-60 years. 95% are on permanent contracts while 5% are on temporary contracts. 12% hold leadership roles, 9% hold management roles and 95% hold teaching roles.

Out of those who think they need increased training in design, planning and classroom delivery, 14% of the respondents always use Microsoft Office applications, 63% often use them and 23% sometimes use them. 2% always use software that downloads audio/video files, 23% often use them, 49% sometimes use them and 26% never use them. 14% always use search tools, 23% often use search tools, 53% sometimes use search tools and 9% never use search tools. 2% always use resources for creating/editing audio, video and graphics contents, 7% often use these resources, 56% sometimes use these resources and 34% never use these resources. 14% of respondents often use resources for creating blogs, sites and hypertexts, 53% sometimes use them and 33% never use them. 5% always use digital environments for learning, sharing and communication, 37% often use them, 40% sometimes use them and 19% never use them. 9% often use digital educational content and open education resources, 65% sometimes use them and 26% never use them. 5% of respondents always use educational programs for discipline, 5% often use them, 43% sometimes use them and 51% never use them. 9% of respondents sometimes use coding and 91% never use coding.

For those who think they need increased training in design, planning and classroom delivery, 5% of respondents use active methodologies in the classroom while an additional 67% are aware of them but 28% are not aware of them. 51% of respondents use collaborative learning while an additional 44% are aware of them but 5% are not aware of them. 56% of respondents use project based learning in the classroom while an



additional 42% are aware of them and 2% are not aware of them. 42% of respondents use problem based learning in the classroom while an additional 49% are aware of them and 9% are not aware of them. 35% of respondents use case based learning in the classroom while an additional 42% are aware of them and 23% are not aware of them.

44% of these respondents use self and peer assessment as a digital assessment tool. 44% of respondents use portfolios as a digital assessment tool, 2% use conceptual maps while 37% do not use any digital assessment tool.

Out of the respondents who think that they need increased training in design, planning and classroom delivery, 2% always contact their students through online communication, 56% often communicate online, 35% sometimes communicate online and 7% never communicate online with their students. 16% of respondents often ask their students to document online what they have learned, 74% sometimes ask their students to document what they have learned online and 9% never ask their students to document online what they have learned. 2% of respondents always involve their students in collaborative online work, 16% often do, 53% sometimes do and 28% never do. 16% of respondents often use online student assessment, 65% sometimes use them and 19% never use them. 7% of respondents often ask students to produce creative work using online applications, 60% sometimes ask their students to do this and 33% never ask their students to do this. 2% of respondents always encourage interdisciplinary projects through the use of online technologies, 7% often encourage this, 51% sometimes encourage this and 40% never encourage this.

2% of respondents who think that they need increased training in design, planning and classroom delivery, think that digital technologies are very useful in making students more autonomous, 47% think that digital tools are useful, 33% think they are average and 19% think they are partially useful in making students more autonomous. 5% of respondents think that digital tools are very useful in empowering students in their own education, 42% think that they are useful, 37% think that they are average and 16% think they are partially useful. 5% think that digital technologies are very useful in making the learning process more meaningful for the student, 37% think they are useful, 40% think they are average and 19% think they are partially useful in making the learning process more meaningful. 5% of respondents think that digital technologies are very useful in making the learning process more effective, 26% think that they are useful, 42% think that they are average, 26% think that they are partially useful and 2% think that they are not at all useful in making the learning process more effective. 2% of respondents think that digital technologies are very useful in making the learning process more efficient, 23% think that they are useful, 30% think they are average, 42% that they are partially useful and 2% think that they are not at all useful. 5% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 28% think that they are useful, 49% think they are average and 19% think that they are partially useful. 5% of respondents think that digital technologies are very useful in involving other actors in the learning process, 21% think they are useful, 30% think they are average, 40% think that they are partially useful and 5% think that they are not at all useful. 5% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 30% think this is useful, 44% think that they are average, 19% think they are partially useful and 2% think that they are not at all useful. 5% of respondents think that digital technologies are very useful in improving teacher CDP, 28% think that they are useful, 56% think that they are average, 9% think that they are partially useful and 2% think that they



are not at all useful. 2% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 7% think they are useful, 40% think that they are average, 23% think that they are partially useful and 33% think they not at all useful.

Within the 35% of respondents who think they need increased training in organization and management of educational spaces and resources, 28% are female, 69% are male and 3% prefer not to say. 15% are aged 25-30 years, 63% are aged 31-40 years, 16% are aged 41-50 years, 4% are aged 51-60 years and 1% is aged 60+ years. 94% of respondents are on permanent contracts and 6% are on temporary contracts. 7% hold leadership roles, 9% hold management roles and 93% hold teaching roles.

Out of those who think they need increased training in organization and management of educational spaces and resources, 26% of the respondents always use Microsoft Office applications, 62% often use them and 12% sometimes use them. 7% always use software that downloads audio/video files, 44% often use them, 34% sometimes use them and 15% never use them. 20% always use search tools, 35% often use search tools, 34% sometimes use search tools and 10% never use search tools. 3% always use resources for creating/editing audio, video and graphics contents, 26% often use these resources, 44% sometimes use these resources and 26% never use these resources. 32% of respondents often use resources for creating blogs, sites and hypertexts, 47% sometimes use them and 21% never use them. 4% always use digital environments for learning, sharing and communication, 38% often use them, 54% sometimes use them and 4% never use them. 15% often use digital educational content and open education resources, 66% sometimes use them and 19% never use them. 3% of respondents always use educational programs for discipline, 4% often use them, 38% sometimes use them and 54% never use them. 1% of respondents always use coding, 1% often use coding, 10% sometimes use coding and 87% never use coding.

For those who think they need increased training in organization and management of educational spaces and resources, 15% of respondents use active methodologies in the classroom while an additional 68% are aware of them but 18% are not aware of them. 51% of respondents use collaborative learning while an additional 46% are aware of them but 3% are not aware of them. 47% of respondents use project based learning in the classroom while an additional 50% are aware of them and 3% are not aware of them. 32% of respondents use problem based learning in the classroom while an additional 62% are aware of them and 6% are not aware of them. 22% of respondents use case based learning in the classroom while an additional 56% are aware of them and 22% are not aware of them.

51% of these respondents use self and peer assessment as a digital assessment tool. 40% of respondents use portfolios as a digital assessment tool, 3% use rubrics, 7% use conceptual maps while 32% do not use any digital assessment tool.

Out of the respondents who feel that they need increased training in organization and management of educational spaces and resources, 4% always contact their students through online communication, 66% often communicate online, 25% sometimes communicate online and 4% never communicate online with their students. 3% of respondents always ask their students to document online what they have learned, 38% often ask their students to document what they have learned, 50% sometimes ask their students to document what they have learned online and 9% never ask their students to document online what they have learned. 4% of respondents always involve their students in collaborative online work, 37% often do, 43% sometimes do and



16% never do. 8% of respondents always use online student assessment, 26% often use them, 51% sometimes use them and 10% never use them. 4% of respondents always ask students to produce creative work using online applications, 21% often ask their students to do this, 47% sometimes ask their students to do this and 28% never ask their students to do this. 6% of respondents always encourage interdisciplinary project through the use of online technologies, 16% often encourage this, 43% sometimes encourage this and 35% never encourage this.

3% of respondents who think that they need increased training in design, planning and classroom delivery, think that digital technologies are very useful in making students more autonomous, 57% think that digital tools are useful, 33% think they are average and 7% think they are partially useful in making students more autonomous. 6% of respondents think that digital tools are very useful in empowering students in their own education, 54% think that they are useful, 34% think that they are average and 6% think they are partially useful. 7% think that digital technologies are very useful in making the learning process more meaningful for the student, 43% think they are useful, 37% think they are average, 12% think they are partially useful and 1% think that they are not at all useful in making the learning process more meaningful. 3% of respondents think that digital technologies are very useful in making the learning process more effective, 31% think that they are useful, 46% think that they are average, 19% think that they are partially useful and 1% think that they are not at all useful in making the learning process more effective. 4% of respondents think that digital technologies are very useful in making the learning process more efficient, 35% think that they are useful, 34% think they are average, 22% that they are partially useful and 4% think that they are not at all useful. 4% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 34% think that they are useful, 47% think they are average and 15% think that they are partially useful. 6% of respondents think that digital technologies are very useful in involving other actors in the learning process, 26% think they are useful, 43% think they are average, 19% think that they are partially useful and 6% think that they are not at all useful. 3% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 37% think this is useful, 46% think that they are average, 13% think they are partially useful and 1% think that they are not at all useful. 1% of respondents think that digital technologies are very useful in improving teacher CDP, 35% think that they are useful, 51% think that they are average, 9% think that they are partially useful and 3% think that they are not at all useful. 1% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 25% think they are useful, 43% think that they are average, 10% think that they are partially useful and 21% think they not at all useful.

Within the 54% of respondents who think they need increased training in communication and collaboration, 22% are female, 74% are male and 5% prefer not to identify their gender. 2% are aged under 25 years, 11% are aged 25-30 years, 69% are aged 31-40 years, 15% are aged 41-50 years and 3% are aged 51-60 years. 97% of respondents are on a permanent contract while 3% are on a temporary contract. 4% hold leadership roles, 5% hold management roles and 98% hold teaching roles.

Out of those who think they need increased training in communication and collaboration, 23% of the respondents always use Microsoft Office applications, 69% often use them and 8% sometimes use them. 4% always use software that downloads audio/video files, 59% often use them, 26% sometimes use them and 10% never use them. 18% always use search tools, 46% often use search tools, 30% sometimes use search



tools and 6% never use search tools. 3% always use resources for creating/editing audio, video and graphics contents, 41% often use these resources, 34% sometimes use these resources and 23% never use these resources. 42% of respondents often use resources for creating blogs, sites and hypertexts, 46% sometimes use them and 13% never use them. 43% often use digital environments for learning, sharing and communication, 51% sometimes use them and 6% never use them. 19% often use digital educational content and open education resources, 58% sometimes use them and 23% never use them. 1% of respondents always use educational programs for discipline, 9% often use them, 39% sometimes use them and 51% never use them. 1% of respondents always use coding, 4% often use coding, 11% sometimes use coding and 84% never use coding.

For those who think they need increased training in communication and collaboration, 16% of respondents use active methodologies in the classroom while an additional 67% are aware of them but 17% are not aware of them. 46% of respondents use collaborative learning while an additional 52% are aware of them but 2% are not aware of them. 47% of respondents use project based learning in the classroom while an additional 52% are aware of them and 1% are not aware of them. 23% of respondents use problem based learning in the classroom while an additional 75% are aware of them and 2% are not aware of them. 14% of respondents use case based learning in the classroom while an additional 64% are aware of them and 22% are not aware of them.

64% of these respondents use self and peer assessment as a digital assessment tool. 34% of respondents use portfolios as a digital assessment tool, 2% use rubrics, 5% use conceptual maps while 29% do not use any digital assessment tool.

Out of the respondents who think that they need increased training in communication and collaboration, 4% always contact their students through online communication, 79% often communicate online, 14% sometimes communicate online and 3% never communicate online with their students. 4% of respondents always ask their students to document online what they have learned, 57% often ask their students to document what they have learned, 33% sometimes ask their students to document what they have learned online and 7% never ask their students to document online what they have learned. 2% of respondents always involve their students in collaborative online work, 50% often do, 39% sometimes do and 9% never do. 9% of respondents always use online student assessment, 40% often use them, 32% sometimes use them and 19% never use them. 6% of respondents always ask students to produce creative work using online applications, 31% often ask their students to do this, 42% sometimes ask their students to do this and 22% never ask their students to do this. 2% of respondents always encourage interdisciplinary project through the use of online technologies, 33% often encourage this, 37% sometimes encourage this and 28% never encourage this.

3% of respondents who think that they need increased training in design, planning and classroom delivery, think that digital technologies are very useful in making students more autonomous, 64% think that digital tools are useful, 24% think they are average, 8% think they are partially useful and 2% think they are not at all useful in making students more autonomous. 3% of respondents think that digital tools are very useful in empowering students in their own education, 52% think that they are useful, 39% think that they are average and 7% think they are partially useful. 7% think that digital technologies are very useful in making the learning process more meaningful for the student, 41% think they are useful, 44% think they are average, 7% think



they are partially useful and 2% think that they are not at all useful in making the learning process more meaningful. 2% of respondents think that digital technologies are very useful in making the learning process more effective, 48% think that they are useful, 39% think that they are average, 10% think that they are partially useful and 1% think that they are not at all useful in making the learning process more effective. 4% of respondents think that digital technologies are very useful in making the learning process more efficient, 45% think that they are useful, 33% think they are average, 16% that they are partially useful and 2% think that they are not at all useful. 1% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 44% think that they are useful, 45% think they are average and 10% think that they are partially useful. 2% of respondents think that digital technologies are very useful in involving other actors in the learning process, 44% think they are useful, 40% think they are average, 13% think that they are partially useful and 1% think that they are not at all useful. 5% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 44% think this is useful, 43% think that they are average, 7% think they are partially useful and 1% think that they are not at all useful. 2% of respondents think that digital technologies are very useful in improving teacher CDP, 43% think that they are useful, 49% think that they are average, 5% think that they are partially useful and 1% think that they are not at all useful. 2% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 41% think they are useful, 35% think that they are average, 6% think that they are partially useful and 14% think they not at all useful. Within the 62% of respondents that think they need increased training in digital ethics, 28% are female, 69% are male and 2% prefer not to identify their gender. 2% are aged under 25 years, 7% are aged 25-30 years, 69% are aged 31-40 years, 21% are aged 41-50 years and 2% are aged 51-60 years. 97% of respondents are on permanent contracts and 3% are on temporary contracts. 2% hold leadership roles, 4% hold management roles and 99% hold teaching roles.

Out of those who think they need increased training in digital ethics, 20% of the respondents always use Microsoft Office applications, 66% often use them and 14% sometimes use them. 3% always use software that downloads audio/video files, 55% often use them, 37% sometimes use them and 4% never use them. 17% always use search tools, 45% often use search tools, 36% sometimes use search tools and 2% never use search tools. 2% always use resources for creating/editing audio, video and graphics contents, 36% often use these resources, 49% sometimes use these resources and 13% never use these resources. 38% of respondents often use resources for creating blogs, sites and hypertexts, 50% sometimes use them and 12% never use them. 4% always use digital environments for learning, sharing and communication, 44% often use them, 49% sometimes use them and 3% never use them. 21% often use digital educational content and open education resources, 64% sometimes use them and 15% never use them. 9% of respondents often use educational programs for discipline, 55% sometimes use them and 36% never use them. 3% of respondents often use coding, 25% sometimes use coding and 72% never use coding.

For those who think they need increased training in digital ethics, 17% of respondents use active methodologies in the classroom while an additional 78% are aware of them but 8% are not aware of them. 44% of respondents use collaborative learning while an additional 55% are aware of them but 1% are not aware of them. 45% of respondents use project based learning in the classroom while an additional 55% are aware of them. 29% of respondents use problem based learning in the classroom while an additional 70% are



aware of them and 1% are not aware of them. 20% of respondents use case based learning in the classroom while an additional 63% are aware of them and 17% are not aware of them.

60% of these respondents use self and peer assessment as a digital assessment tool. 47% of respondents use portfolios as a digital assessment tool, 4% use conceptual maps, 1% use other assessment tools (summative quizzes) while 17% do not use any digital assessment tool.

Out of the respondents who think that they need increased training in digital ethics, 6% always contact their students through online communication, 69% often communicate online, 23% sometimes communicate online and 1% never communicate online with their students. 4% of respondents always ask their students to document online what they have learned, 52% often ask their students to document what they have learned, 42% sometimes ask their students to document what they have learned online and 2% never ask their students to document online what they have learned. 2% of respondents always involve their students in collaborative online work, 50% often do, 45% sometimes do and 3% never do. 8% of respondents always use online student assessment, 39% often use them, 49% sometimes use them and 4% never use them. 4% of respondents always ask students to produce creative work using online applications, 31% often ask their students to do this, 52% sometimes ask their students to do this and 13% never ask their students to do this. 2% of respondents always encourage interdisciplinary project through the use of online technologies, 32% often encourage this, 49% sometimes encourage this and 17% never encourage this.

4% of respondents who think that they need increased training in design, planning and classroom delivery, think that digital technologies are very useful in making students more autonomous, 66% think that digital tools are useful, 27% think they are average, 2% think they are partially useful and 1% think that they are not at all useful in making students more autonomous. 5% of respondents think that digital tools are very useful in empowering students in their own education, 51% think that they are useful, 42% think that they are average and 2% think they are partially useful. 6% think that digital technologies are very useful in making the learning process more meaningful for the student, 41% think they are useful, 49% think they are average, 3% think they are partially useful and 1% think that they are not at all useful in making the learning process more meaningful. 3% of respondents think that digital technologies are very useful in making the learning process more effective, 41% think that they are useful, 45% think that they are average and 10% think that they are partially useful in making the learning process more effective. 3% of respondents think that digital technologies are very useful in making the learning process more efficient, 40% think that they are useful, 40% think they are average and 17% that they are partially useful. 3% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 36% think that they are useful, 51% think they are average and 10% think that they are partially useful. 3% of respondents think that digital technologies are very useful in involving other actors in the learning process, 33% think they are useful, 45% think they are average, 16% think that they are partially useful and 2% think that they are not at all useful. 6% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 45% think this is useful, 44% think that they are average and 5% think they are partially useful. 2% of respondents think that digital technologies are very useful in improving teacher CDP, 43% think that they are useful, 51% think that they are average, 3% think that they are partially useful and 1% think that they are not at all useful. 2% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 34% think they are



useful, 37% think that they are average, 8% think that they are partially useful and 19% think they not at all useful.

Within the 43% of respondents that think they need increased training in professional development, 31% are female, 62% are male and 7% prefer not to identify their gender. 5% are aged under 25 years, 12% are aged 25-30 years, 69% are aged 31-40 years, 8% are aged 41-50 years and 6% are aged 51-60 years. 93% of respondents are on permanent contracts and 7% are on temporary contracts. 7% hold leadership roles, 4% hold management roles and 96% hold teaching roles.

Out of those who think they need increased training in professional development, 23% of the respondents always use Microsoft Office applications, 68% often use them and 10% sometimes use them. 6% always use software that downloads audio/video files, 60% often use them, 23% sometimes use them and 12% never use them. 19% always use search tools, 44% often use search tools, 26% sometimes use search tools and 11% never use search tools. 2% always use resources for creating/editing audio, video and graphics contents, 39% often use these resources, 30% sometimes use these resources and 29% never use these resources. 36% of respondents often use resources for creating blogs, sites and hypertexts, 49% sometimes use them and 15% never use them. 4% always use digital environments for learning, sharing and communication, 33% often use them, 58% sometimes use them and 5% never use them. 24% often use digital educational content and open education resources, 54% sometimes use them and 23% never use them. 1% of respondents always use educational programs for discipline, 8% often use them, 33% sometimes use them and 57% never use them. 4% of respondents often use coding, 14% sometimes use coding and 82% never use coding.

From those who think they need increased training in professional development, 12% of respondents use active methodologies in the classroom while an additional 71% are aware of them but 17% are not aware of them. 44% of respondents use collaborative learning while an additional 54% are aware of them but 3% are not aware of them. 43% of respondents use project based learning in the classroom while an additional 57% are aware of them. 30% of respondents use problem based learning in the classroom while an additional 65% are aware of them and 5% are not aware of them. 17% of respondents use case based learning in the classroom while an additional 65% are aware of them and 18% are not aware of them.

70% of these respondents use self and peer assessment as a digital assessment tool. 30% of respondents use portfolios as a digital assessment tool, 1% use conceptual maps while 33% do not use any digital assessment tool.

Out of the respondents who think that they need increased training in professional development, 10% always contact their students through online communication, 74% often communicate online, 15% sometimes communicate online and 1% never communicate online with their students. 5% of respondents always ask their students to document online what they have learned, 49% often ask their students to document what they have learned, 39% sometimes ask their students to document what they have learned online and 7% never ask their students to document online what they have learned. 50% of respondents often involve their students in collaborative online work, 39% sometimes do and 11% never do. 4% of respondents always use online student assessment, 48% often use them, 39% sometimes use them and 10% never use them. 4% of respondents always ask students to produce creative work using online applications, 32% often ask their students to do this, 35% sometimes ask their students to do this and 30% never ask their students to do this.



2% of respondents always encourage interdisciplinary project through the use of online technologies, 31% often encourage this, 25% sometimes encourage this and 42% never encourage this.

5% of respondents who think that they need increased training in design, planning and classroom delivery, think that digital technologies are very useful in making students more autonomous, 68% think that digital tools are useful, 21% think they are average, 5% think they are partially useful and 1% think that they are not at all useful in making students more autonomous. 7% of respondents think that digital tools are very useful in empowering students in their own education, 52% think that they are useful, 37% think that they are average and 4% think they are partially useful. 7% think that digital technologies are very useful in making the learning process more meaningful for the student, 38% think they are useful, 50% think they are average and 5% think they are partially useful in making the learning process more meaningful. 5% of respondents think that digital technologies are very useful in making the learning process more effective, 48% think that they are useful, 40% think that they are average and 7% think that they are partially useful in making the learning process more effective. 6% of respondents think that digital technologies are very useful in making the learning process more efficient, 46% think that they are useful, 36% think they are average and 12% that they are partially useful. 8% of respondents think that digital technologies are very useful in integrating formal, non-formal and informal learning, 39% think that they are useful, 48% think they are average and 5% think that they are partially useful. 6% of respondents think that digital technologies are very useful in involving other actors in the learning process, 42% think they are useful, 42% think they are average, 10% think that they are partially useful and 1% think that they are not at all useful. 10% of respondents think that digital technologies are very useful in improving communication, collaboration and coordination between colleagues, students and institutions while 44% think this is useful, 42% think that they are average and 5% think they are partially useful. 6% of respondents think that digital technologies are very useful in improving teacher CDP, 42% think that they are useful, 48% think that they are average and 5% think that they are partially useful. 5% of respondents think that digital technologies are very useful in linking school activities with work experience placements, 42% think they are useful, 35% think that they are average, 11% think that they are partially useful and 8% think they not at all useful.

Only 4% of respondents have digital skills qualifications. Out of these, 75% have more than one qualification. 75% of respondents have an EDCL qualification, 50% have an EIPASS qualification and an IC3 Global Standard qualification, 63% have a CICSO qualification, 13% have a PECKIT qualification and 38% have other qualifications, listed as A-level ICT and a GNVQ.

Out of the respondents, 63% work in VET, 25% work in Secondary Education and 13% work in Early Years Education. 63% of respondents are male, with 80% aged between 25-30 years and 20% aged between 31-40 years and work in Early Years Education, Secondary Education and VET. 38% of respondents are female, with 66% aged between 25-30 years and 33% aged between 31-40 years and all work in VET.

All are on permanent contracts with 63% holding a permanent teaching position, 38% holding a management role and 25% holding a leadership role.

75% of the respondents always use Microsoft Office applications, 13% often use them and 13% sometimes use them. 50% always use software that downloads audio/video files, 38% often use them and 13% sometimes use them. 50% always use search tools, 38% often use search tools and 13% sometimes use



search tools. 25% always use resources for creating/editing audio, video and graphics contents, 25% often use these resources, 38% sometimes use these resources and 13% never use these resources. 50% of respondents often use resources for creating blogs, sites and hypertexts, 13% sometimes use them and 38% never use them. 38% often use digital environments for learning, sharing and communication, 38% sometimes use them and 25% never use them. 25% often use digital educational content and open education resources, 50% sometimes use them and 25% never use them. 13% of respondents always use educational programs for discipline, 38% often use them, 13% sometimes use them and 38% never use them. 13% of respondents always use coding, 13% often use coding, 13% sometimes use coding and 63% never use coding.

38% of respondents use Active Methodologies in the classroom while an additional 25% are aware of them but 38% are not aware of them. 38% of respondents use collaborative learning while an additional 38% are aware of them but 25% are not aware of them. 25% of respondents use project based learning, problem based learning and case based learning in the classroom while an additional 63% are aware of them and 13% are not aware of them.

88% of respondents use self and peer assessment as a digital assessment tool. This includes all male respondents and all of those in Secondary and Early Years Education. 75% of respondents use portfolios as a digital assessment tool. This includes all of the female respondents with digital qualifications and all of the respondents in Secondary and early years Education. 25% use Rubrics as an assessment tool and 13% use conceptual maps.

13% of respondents always contact their students through online communication, 13% often communicate online, 63% sometimes communicate online and 13% never communicate online with their students. 13% of respondents often ask their students to document online what they have learned, 38% sometimes ask their students to document what they have learned online and 50% never ask their students to document online what they have learned. 13% of respondents always involve their students in collaborative online work, 13% often do, 38% sometimes do and 38% never do. 13% always use online student assessment, 63% often use them and 25% sometimes use them. 13% of respondents always ask students to produce creative work using online applications, 25% often ask their students to do this, 38% sometimes ask their students to do this and 25% never ask their students to do this. 25% of respondents always encourage interdisciplinary project through the use of online technologies, 13% often encourage this, 25% sometimes encourage this and 38% never encourage this.

38% of respondents who have digital qualifications think that digital technologies are useful in making students more autonomous while 25% think that digital tools are partially effective, 25% think they are average and 13% think that they are not effective in making students more autonomous. 13% of respondents think that digital tools are very useful in empowering students in their own education while 63% think that they are useful, 13% think they are partially useful and 13% think they are average. 13% think that digital technologies are very useful in making the learning process more meaningful for the student and 50% think they are useful, 13% think they are partially useful, 13% think they are average and 13% think they are not helpful in making the learning process more meaningful. 63% of respondents think that digital technologies are useful in making the learning process more effective, 25% think this is average and 13% think digital technologies are not helpful in making the learning process more effective. 63% of respondents think that digital technologies make the learning



process more efficient, 13% think that they are partially useful and 25% think they are not at all useful. 63% of respondents think that digital technologies are useful in integrating formal, non-formal and informal learning, 13% think that they are partially useful and 25% think they are average. 25% of respondents think that digital technologies are useful in involving other actors in the learning process, 12% think they are partially useful, 50% think they are average and 13% think they are not at all useful. 38% of respondents think that digital technologies are useful in improving communication, collaboration and coordination between colleagues, students and institutions while 50% think this is average and 13% think they are not at all useful. 13% of respondents think that digital technologies are useful in improving teacher CDP and 885 think that this is average. 25% of respondents think that digital technologies are useful in linking school activities with work experience placements, 13% think they are partially useful and 63% rate them as average.

Conclusion

This data analysis shows that there is a clear need in the UK for the enhancement of teachers' digital skills. The majority of those surveyed consistently rate their digital knowledge and capabilities as only functional. Based on the Decode survey results, education practitioners generally lack formal ICT training, very few have specialist digital qualifications and consequently, only basic digital tools are utilised in lessons. Further training is needed in order for more advanced technologies to be fully integrated into education provision. Bearing in mind today's students are so-called digital natives, it is important that the teachers delivering lessons and facilitating learning are equipped to deal with the needs and expectations of those they teach. Despite issues surrounding a lack of digital expertise, those surveyed are overwhelmingly positive about the integration of ICT into education and there is general consensus about the benefits that digital technologies can bring. However, respondents are also resolute in their beliefs that such digital technologies should be combined with more traditional teaching methods, rather than replacing them altogether.

Appendix

Sample Description, Table 1.1 - School Type		
	%	a. v.
Early Years (3-5 years)	0.5	1
Primary School (6-10 years)	1.5	3
Secondary School (11-16/11-18 years)	60	118
VET (Vocational Education and Training) (14-18 years)	37	73
Tot.	100	195



Sample Description, Table 1.3 - region		
	%	a. v.
England	89	173
Northern Ireland	1	1
Scotland	6	11
Wales	5	10
Tot.	101	195

Sample Description, Table 1.3 - Age Range (years)		
	%	a. v.
Up to 25	13	26
25 – 30	58	113
31 – 40	19	38
41 – 50	5	9
51 – 60	1	2
60+	4	7
Tot.	100	195

Sample Description, Table 1.4 - Gender		
	%	a. v.
Female	35	68
Male	59	115
Prefer not to say	6	12
Tot.	100	195



Sample Description, Table 1.5 – Teaching area covered		
	%	a. v.
Literacy	41	79
Numeracy	39	76
Science	14	28
History	11	21
Arts	4	7
Music	3	5
Physical Education	4	7
Personal Social and Health Education	30	58
Religious Education	5	10
Ethics and Democratic Citizenship	7	14
Social Sciences	9	17
ICT	6	12
Modern Foreign Languages	8	16
Learning Approaches	28	55
Special Education Learning	29	56
Other	4	7
Tot.	242	468

Sample Description, Table 1.6 – Employment Status		
	%	a. v.
Permanent contract	93	182
Temporary contract	7	13
Tot.	100	195

Sample Description, Table 1.7 – Teaching role covered in the last 3 years		
	%	a. v.
Leadership	7	14
Management	6	11
Teaching	96	187
Tot.	109	212



Sample Description, Table 1.8 – ICT/ Digital coordinator		
	%	a. v.
Yes	3	6
No	97	189
Tot.	100	195



Teachers personal views, Table 2.1 – Beliefs on Uses and Benefits of digital teaching tools

	Very useful		Useful		Average		Partially		Not at all		Total	
	%	a. v.	%	a.v.	%	a.v.	%	a.v.	%	a.v.	%	a.v.
Make students more autonomous	4	7	54	106	32	63	8	16	1	2	100	195
Empower students in their own education	5	10	46	89	42	82	7	13	0	0	100	195
Make the learning process more meaningful for the student	5	10	37	73	47	92	9	17	1	2	100	195
Make the learning process more effective	3	6	37	73	46	89	13	25	0	0	100	195
Make the learning process more efficient	4	7	37	72	40	78	17	34	2	3	100	195
Integrate formal, non-formal and informal learning	4	8	35	68	50	98	10	20	0	0	100	195
Involve other actors in the learning process	4	7	33	65	46	89	14	28	3	5	100	195
Improve communication, collaboration and coordination between colleagues, students and institutions	6	11	40	76	46	89	9	17	1	1	100	195
Improve teacher CDP	3	6	36	71	51	100	7	14	2	3	100	195
Link school activities with work experience placements	2	4	28	55	42	81	11	22	16	32	100	195
Tot.	40	76	383	748	442	861	105	206	26	48		



Teachers personal views, Table 2.2 –Motivation to use digital instruments in your didactic and professional practice

	Always		Often		Sometimes		Never		Total	
	%	a. v.	%	a.v.	%	a.v.	%	a.v.	%	a.v.
Social networking	25	48	42	81	33	64	1	1	100	195
Professional Networking	8	16	36	71	46	89	9	18	100	195
Personal and professional growth	7	14	38	74	51	99	5	9	100	195
Leisure	25	49	35	68	40	77	0	0	100	195
Tot.	65	127	151	294	170	329	15	28		



Teachers personal views, Table 2.3 – Perception of the utility of digital tools and technologies

	Strongly Agree		Agree		Disagree		Strongly disagree		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.
The use of digital technologies helps when designing and organising educational materials	15	29	83	161	2	4	1	1	100	195
The use of digital technologies promotes the development of basic skills	9	18	81	157	10	19	0	0	100	195
The use of digital technologies promotes the development of responsible media and digital skills	14	27	81	158	5	9	0	0	100	195
The use of digital technologies creates positive learning outcomes by influencing how learners behave	7	14	82	160	10	20	0	0	100	195
The use of digital technologies should not replace traditional teaching methods	21	41	73	142	6	11	0	0	100	195
The use of digital technologies encourages self-assessment among students	2	4	86	168	10	20	2	2	100	195
The use of digital technologies increases the level of cyberbullying	1	2	11	22	75	146	12	24	100	195
The use of digital technologies is a distraction for students	2	4	9	17	74	144	15	29	100	195
Digital technologies do not improve education processes, learning, etc.	1	2	7	13	75	146	17	33	100	195
It is necessary to integrate e-learning into teaching activities, alongside traditional classroom-based teaching methods	18	35	68	132	14	27	0	0	100	195
Daily use of technology in the classroom is not enough, students need to learn how to use books	18	35	77	151	4	8	0	0	100	195
Tot.	108	211	658	1281	285	554	47	89		



Teaching Practice in ICT, Table 3.1 – Frequency of use of digital resources in the classroom for teaching activities										
	Always		Often		Sometimes		never		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.
Office and similar packages for text, numeracy, presentations etc.	13	26	63	123	18	36	0	0	100	195
Software for downloading audio/video files	4	7	45	88	39	76	12	23	100	195
Search tools	14	28	34	67	41	80	10	19	100	195
Resources for creating/editing audio, video, and graphics content	2	3	27	52	43	83	29	56	100	195
Resources for creating blogs, sites, hypertexts	0	0	29	56	53	103	18	35	100	195
Digital environments for learning, sharing, communication and collaborating online	2	4	34	66	57	111	7	13	100	195
Digital Educational Content and OER (Open education resources)	0	0	17	32	64	124	20	39	100	195
Educational multimedia programs for discipline	1	1	7	14	39	76	53	103	100	195
Coding – Computational thinking	0	0	3	5	17	34	79	155	100	195
Tot.	36	69	259	503	371	723	228	443		



Teachers personal views, Table 3.2 – Familiarity with the main teaching practices in use

	Use		Aware of		Not aware of		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a.v.
Active methodologies	17	20	53	62	29	34	100	116
Collaborative learning	44	84	53	103	3	6	100	193
Project based learning	44	86	54	105	2	3	100	194
Problem based learning	30	59	65	127	4	8	100	194
Case based learning	18	35	62	120	20	38	100	193
Tot.	153	89	287	517	58	284		

Teaching Practice in ICT, Table 3.3 – Use of digital technologies for assessment methods

	%	a. v.
Self- and peer assessment	48	94
Conceptual maps	4	7
Portfolios	37	73
Rubrics	3	3
Nothing	36	71
Other	3	3
Tot.	131	251



Teaching Practice in ICT, Table 3.4 – Frequency of activities as part of teaching										
	Always		Often		Sometimes		never		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.
Regular contact with my students through online communication (email, forums, blogs etc.) to continue the learning process outside the classroom	5	9	66	129	26	50	3	6	100	194
Ask students to document online what they have learnt	2	4	39	75	52	100	8	15	100	194
Involve students in collaborative online work	1	2	36	69	51	99	12	24	100	194
Online student assessment	5	10	30	58	49	95	16	31	100	194
Creative work using online applications	3	5	22	42	45	87	31	60	100	194
Encourage interdisciplinary projects through the use of online technologies	2	4	21	41	38	73	39	76	100	194
Tot.	18	34	214	414	261	504	109	212		



Training and Updating, Table 4.1 – Training attended on using digital technologies in education		
	%	a. v.
Formal	4	8
Non-formal	16	31
Informal	64	125
Face to face	14	28
Blended	25	48
Fully online	6	12
Tot.	129	252



Training and Updating, Table 4.2.1 – Professional Engagement														
	A1		A2		B1		B2		C1		C2		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.	%	a.v.	%	a.v.
Organisational communication	2	4	10	19	51	100	33	65	4	7	0	0	100	195
Professional collaboration	4	7	12	23	52	102	28	55	4	8	0	0	100	195
Reflective practice	3	6	12	23	46	89	35	69	4	7	0	0	100	195
Digital continuous professional development	4	7	12	23	46	89	35	69	4	7	0	0	100	195
Tot.	13	24	46	88	195	380	131	258	16	29	0	0		



Training and Updating, Table 4.2.2 – Digital resources

	A1		A2		B1		B2		C1		C2		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.	%	a.v.	%	a.v.
Selecting digital resources	2	3	8	16	46	90	41	79	3	7	0	0	100	195
Creating and modifying digital resources	15	29	18	35	50	98	15	29	2	4	0	0	100	195
Managing, protecting and sharing digital resources	10	20	18	35	39	77	30	59	1	2	1	2	100	195
Tot.	27	52	44	86	135	265	86	167	6	13	1	2		

Training and Updating, Table 4.2.3 – Teaching and Learning

	A1		A2		B1		B2		C1		C2		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.	%	a.v.	%	a.v.
Teaching	2	3	6	11	41	79	43	84	9	17	1	1	100	195
Guidance	1	2	10	19	57	112	25	48	7	13	1	1	100	195
Collaborative learning	3	6	9	18	45	87	37	73	5	10	1	1	100	195
Self-regulated learning	4	8	10	20	43	83	39	76	4	8	0	0	100	195
Tot.	10	19	35	68	186	361	144	281	25	48	3	3		



Training and updating, Table 4.2.4 – Digital assessment

	A1		A2		B1		B2		C1		C2		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.	%	a.v.	%	a.v.
Assessment strategies	5	10	9	18	42	82	39	76	5	9	0	0	100	195
Analysing evidence	4	7	9	18	59	116	24	47	4	7	0	0	100	195
Feedback and planning	4	7	7	14	48	93	37	72	4	7	1	2	100	195
Tot.	13	24	25	50	149	291	100	195	13	23	1	2		

Training and Updating, Table 4.2.5 – Empowering learners

	A1		A2		B1		B2		C1		C2		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.	%	a.v.	%	a.v.
Accessibility and inclusion	4	8	17	34	36	70	41	79	2	4	0	0	100	195
Differentiation and personalization	4	7	20	39	48	94	26	51	2	4	0	0	100	195
Actively engaging learners	3	5	16	32	48	94	31	60	2	4	0	0	100	195
Tot.	11	20	53	105	132	258	98	190	6	12	0	0		



Training and Updating, Table 4.2.6 – Facilitating
Learners' Digital Competences

	A1		A2		B1		B2		C1		C2		Total	
	%	a. v.	%	a. v.	%	a. v.	%	a. v.	%	a.v.	%	a.v.	%	a.v.
Information and media literacy	2	4	21	40	38	75	37	72	2	3	1	1	100	195
Digital communication and collaboration	6	11	22	42	47	91	25	48	2	3	0	0	100	195
Digital content creation	5	10	23	45	47	91	25	48	1	1	0	0	100	195
Responsible use	6	12	21	41	38	75	32	62	3	5	0	0	100	195
Digital problem solving	26	50	12	24	32	62	28	55	2	4	0	0	100	195
Tot.	45	87	99	192	202	394	147	285	10	16	1	1		



Training and updating, Table 4.3.1 – Training needs in order to use digital technologies effectively in the classroom		
	%	a. v.
Basic uses of ICT	7	13
Design, planning and classroom delivery	22	43
Organisation and management of educational spaces	35	68
Communication and collaboration	54	106
Digital ethics	62	121
Professional development	43	84
Tot.	223	435

Training and updating, Table 4.3.2 – Digital skills qualifications		
	%	a. v.
ECDL	3	6
EIPASS	2	4
Microsoft MOUS	0	0
IC3 Global Standard	2	4
CISCO	3	5
PEKIT	1	1
No official qualification	96	187
Other	1	2
Tot.	107	208



Personal data and career profiles, Table 5.1.1 – School type by age								
School Type		Age						Total
		Up to 25	25-30	31-40	41-50	51-60	60+	
Early years	Count	0	1	0	0	0	0	1
	% within school type	0	100	0	0	0	0	100
	% within age	0	4	0	0	0	0	
	% of the total	0	1	0	0	0	0	1
Primary school	Count	0	0	1	2	0	0	3
	% within school type	0	0	33	67	0	0	100
	% within age	0	0	1	5	0	0	
	% of the total	0	0	1	1	0	0	2
Secondary school	Count	6	21	46	36	7	2	118
	% within school type	5	18	39	31	6	2	100
	% within age	86	81	41	95	78	100	
	% of the total	3	11	24	18	4	1	61
VET	Count	1	4	66	0	2	0	73
	% within school type	1	5	90	0	3	0	100
	% within age	14	15	58	0	22	0	
	% of the total	1	2	34	0	1	0	37



Personal data and career profiles, Table 5.1.2 – School type by gender					
School Type		Gender			Total
		Male	Female	Prefer not to identify	
Early years	Count	1	0	0	1
	% within school type	100	0	0	100
	% within gender	1	0	0	
	% of the total	1	0	0	1
Primary school	Count	0	3	0	3
	% within school type	0	100	0	100
	% within gender	0	4	0	
	% of the total	0	2	0	2
Secondary school	Count	54	53	11	118
	% within school type	46	45	9	100
	% within gender	47	78	92	
	% of the total	28	27	6	61
VET	Count	60	12	1	73
	% within school type	82	16	1	100
	% within gender	52	18	8	
	% of the total	31	6	1	37



Personal data and career profiles, Table 5.1.3 – Contract by age								
Contract		Age						Tot.
		Up to 25	25-30	31-40	41-50	51-60	60+	
Permanent	Count	4	24	109	37	7	1	182
	% within contract type	2	13	60	20	4	1	100
	% within age	57	92	96	97	78	50	
	% of the total	2	12	56	19	4	1	93
Temporary	Count	3	2	4	1	2	1	13
	% within contract type	23	15	31	8	15	8	100
	% within age	43	8	4	3	22	50	
	% of the total	2	1	2	1	1	1	7

Personal data and career profiles, Table 5.1.4 – Contract by gender					
Contract		Gender			Tot.
		Male	Female	Prefer not to identify	
Permanent	Count	108	63	11	182
	% within contract type	59	35	6	100
	% within gender	94	93	92	
	% of the total	55	32	6	93
Temporary	Count	7	5	1	13
	% within contract type	54	38	8	100
	% within gender	6	7	8	
	% of the total	4	3	1	7



Personal data and career profiles, Table 5.1.5 – Contract by role performed in the last 3 years					
Contract		Role			Total
		Teaching	Leadership	Management	
Permanent	Count	175	14	10	199
	% within contract type	96	8	5	100
	% within role performed	94	100	91	
	% of the total	90	7	5	102
Temporary	Count	12	0	1	13
	% within contract type	92	0	8	100
	% within role performed	6	0	9	
	% of the total	6	0	1	7

Personal data and career profiles, Table 5.1.6 – Contract by role as coordinator				
Contract		Coordinator		Total
		Yes	No	
Permanent	Count	6	176	182
	% within contract type	3	97	100
	% within category	100	93	
	% of the total	3	90	93
Temporary	Count	0	13	13
	% within contract type	0	100	100
	% within category	0	7	
	% of the total	0	7	7



Personal data and career profiles, Table 5.1.7 – Role covered over the past 3 years by age								
Role		Age						Tot.
		Up to 25	25-30	31-40	41-50	51-60	60+	
Teaching	Count	7	22	111	35	9	0	184
	% within role	4	12	60	19	5	0	100
	% within age	100	85	98	100	100	0	
	% of the total	4	11	57	18	5	0	94
Leadership	Count	0	3	6	3	1	1	14
	% within role	0	21	43	21	7	7	100
	% within age	0	12	5	8	11	50	
	% of the total	0	2	3	2	1	1	7
Management	Count	0	2	4	3	1	1	11
	% within role	0	18	36	27	9	9	100
	% within age	0	8	4	8	11	50	
	% of the total	0	1	2	2	1	1	6



Personal data and career profiles, Table 5.1.8 – Role covered over the past 3 years by gender					
Role		Gender			Tot.
		Male	Female	Prefer not to identify	
Teaching	Count	109	66	12	184
	% within role	59	36	12	100
	% within gender	95	97	100	
	% of the total	56	34	6	94
Leadership	Count	7	5	2	14
	% within role	50	36	14	100
	% within gender	6	7	18	
	% of the total	4	3	1	7
Management	Count	6	5	0	11
	% within role	55	45	0	100
	% within gender	5	7	0	
	% of the total	3	3	0	6



Personal data and career profiles, Table 5.1.9 – Role covered over the past 3 years by role as coordinator				
Role		Coordinator		Total
		Yes	No	
Teaching	Count	3	181	184
	% within role	2	98	100
	% within coordinator role	50	97	
	% of the total	1	93	94
Leadership	Count	3	11	14
	% within role	21	79	100
	% within coordinator role	50	6	
	% of the total	2	6	7
Management	Count	3	8	11
	% within role	27	73	100
	% within coordinator role	50	4	
	% of the total	2	4	6



Personal data and career profiles, Table 5.1.10 – Coordinator role by age

Coordinator		Age						Tot.
		Up to 25	25-30	31-40	41-50	51-60	60+	
Yes	Count	0	4	2	0	0	0	6
	% within coordinator role	0	67	33	0	0	0	100
	% within age	0	15	2	0	0	0	
	% of the total	0	2	1	0	0	0	3
No	Count	7	22	111	38	9	2	189
	% within coordinator role	4	12	59	20	5	1	100
	% within age	100	85	98	100	100	100	
	% of the total	2	6	30	10	3	1	97

Personal data and career profiles, Table 5.1.11 – Coordinator role by gender

Coordinator		Gender			Tot.
		Male	Female	Prefer not to identify	
Yes	Count	4	2	0	6
	% within coordinator role	67	33	0	100
	% within gender	3	1	0	
	% of the total	2	1	0	3
No	Count	111	66	12	189
	% within coordinator role	59	35	6	100
	% within gender	97	99	100	
	% of the total	57	34	6	97



Focus on Innovation, Table 5.2.1– Familiarity with the main teaching practices in use by school type

		Early years			Primary school			Secondary school			VET		
		count	% within school type	% overall	count	% within school type	% overall	count	% within school type	% overall	count	% within school type	% overall
Active methodologies	Use	0	0	0	1	33	1	2	2	1	18	25	9
	Aware of	0	0	0	2	67	1	93	79	48	47	64	24
	Do not use	1	100	1	0	0	0	23	19	12	8	11	4
Collaborative learning	Use	0	0	0	1	33	1	54	46	28	29	40	15
	Aware of	1	100	1	2	67	1	62	53	32	40	55	21
	Do not use	0	0	0	0	0	0	2	2	1	4	5	2
Project based learning	Use	0	0	0	1	33	1	61	52	31	24	32	12
	Aware of	1	100	1	2	67	1	55	47	28	48	66	25
	Do not use	0	0	0	0	0	0	2	2	1	1	1	1
Problem based learning	Use	1	100	1	1	33	1	47	40	24	10	14	5
	Aware of	0	0	0	2	67	1	68	58	35	58	79	30
	Do not use	0	0	0	0	0	0	3	3	2	5	7	3
Case based learning	Use	1	100	1	0	0	0	29	25	15	6	8	31
	Aware of	0	0	0	0	0	0	75	64	38	46	63	32
	Do not use	0	0	0	3	100	2	14	12	7	21	29	11