



Organisation for Economic Co-operation and Development (OECD)

Teaching and Learning International Survey TALIS 2018

Glossary

Main Survey Version

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Consortium



International Association for the Evaluation of Educational Achievement – IEA
(Amsterdam, The Netherlands and Hamburg, Germany)



Statistics Canada (Ottawa, Canada)



Australian Council for Educational Research (ACER; Melbourne, Australia)

GLOSSARY

Introduction

1. This glossary provides the annotations for use during the instrument preparation (adaptation/translation). With advice specific to certain terminology, it provides broad definitions as well as advice on the use of local terms and adaptations. It complements the respective translation and adaptation guidelines, the pilot guidelines released on 11 April in this case.
2. In the glossary below, words that are marked in <...> or [] (arrow or square brackets) indicate essential required adaptations.
3. Acronyms in the “Occurrences” column refer to the:
 - PQ = Principal Questionnaire
 - TQ = Teacher Questionnaire

The following table includes glossary terms based on initial work in TALIS 2008 and 2013. The TALIS 2018 field trial generated additional insights, additional revisions and/or additions by the Questionnaire Expert Group (QEG) and Consortium. Changes from the field trial to the main survey are indicated as part of the description column if applicable. Terms included in the field trial version yet no longer applicable in the main survey as a result of question deletion are kept for the sake of glossary sustainability, yet greyed out.

Term	Occurrences	Description
Administrative work	PQ 21, 43 TQ 18, 52	Includes school managerial duties, paperwork and other clerical duties that teachers undertake as part of their job. This will include paper work and completing forms such as student attendance records and time-keeping but excluding work in a professional/pedagogical role such as marking.
Appraisal	PQ before 23,23-25, 43	‘Appraisal’ refers to activities or processes undertaken by the principal, an external inspector or colleagues, to review a teacher’s work. It is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
Assessment vs. evaluation	Numerous references	While assessment gathers information about the level of performance or achievement, evaluation is comparing the performance or achievement of one person or group (teacher, students) with others or with a set of standards.
Career-based wage system	n/a	‘Career based wage system’ is used when an employee’s salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job. FT to MS change: applicable question deleted
<Class>, <Classes>	Numerous references	Refers to a group of students normally of a specific grade/year level, who are taught together.
Collaborative professional learning	TQ 33	‘Collaborative professional learning’ is a form of professional development in which teachers work together in teams over time to improve teaching and learning.
Compete / Competition	PQ 15	Schools can compete with one another largely by trying to attract sufficient number of students or the best applicants.
Competence	PQ 29, 36	Competence in the context of either a student or teacher refers to the ability to do something well.
<Contract/employment>	PQ 45 TQ 54	Contract, employment or employment contract refer to formal characteristics of the agreements between teachers and the school or an authority at a level above the school, generally between an "employee" and an "employer", regardless of the status of the employee (e.g. as a civil servant or a regular employee). It attributes rights and responsibilities between these parties, for example working time, holiday pay, sick leave, fair dismissal, tenure, the right to organise in a union, etc. FT to MS change: term added
Counselling	PQ 21 TQ 18	Counselling is providing academic or personal information to others, particularly students. It can result from a specific appointment for counselling or from less formal discussions between individuals. It should, however, be more than a casual chat about an issue.
Country of survey>	n/a	Refers to the country (i.e. national/federal entity) to which the TALIS Participant (a national entity, sub-national entity or economy) belongs. FT to MS change: applicable items deleted

Term	Occurrences	Description
Country X>	n/a	<p>National adaptations are required for closed options in the order of frequency in which teachers can be expected to have as a country of birth. Depending on the local context, fewer or more options might be needed. Closed options should cover ideally the vast majority (e.g. 97-99%) of expected countries.</p> <p>Coding of “Other” countries specified by teachers is to be implemented by countries according to ISO 3166-1, i.e. codes for the representation of names of <u>current</u> countries and their subdivisions.</p> <p>FT to MS change: applicable question deleted</p>
Course(s)	PQ 06, 07, 20, 33 TQ 04 (CNO), 15, 20, 22, 37, 40	Refers to a unit of teaching that typically lasts one academic term, is led by one or more instructors (teachers or professors), and has a fixed roster of students. It is usually an individual subject. Students may receive a grade and academic credit after completion of the course.
Cross-curricular skills	TQ 06, 23, 27	According to Binkley, Erstad, Herman, Raizen, & Ripley, 2010), this refers to skills according to the following four groupings: 1) <i>Ways of Thinking</i> (creativity and innovation; critical thinking, problem solving, and decision making; learning to learn and metacognition), 2) <i>Ways of Working</i> (communication; collaboration and teamwork), 3) <i>Tools for Working</i> (information literacy; information technology and communication literacy), and 4) <i>Living in the World</i> (life and career; personal and social responsibility).
Culture	PQ 2 40 TQ 15, 23, 27, 37, 44, 45-47	<p>Refers to the term most commonly used in the country to denote people from other cultural descent than the mainstream population. In some languages the concept of <i>culture</i> can be used, whereas in other languages it may be more common to refer to <i>ethnicities</i>; in other countries other concepts may be used.</p> <p>Note that the term should apply to ethnicities in a single country as well as cultural groups (mainstream groups) from other countries. For example, the term in the target language should be applicable to Turkish immigrants in Western-European countries as well as to (mainstream) Turks in Turkey.</p> <p>This translation recommendation does not apply to the cases in the questionnaire where the word explicitly does not refer to persons but to specific aspects such as <i>school culture</i> or <i>culture</i> as a set of norms, beliefs and values.</p>
Current school enrolment	PQ 16	This should refer to the total number of students <u>enrolled</u> during the current school year. If the number varies throughout the year then an average for the current school year will suffice.
Curriculum	Numerous references	A curriculum is the set of courses, course work, and content offered at a school. Curriculum refers to the content taught in class. It includes material covered in textbooks, material presented by the teacher, and material from additional sources such as parents or the internet.
Degree	PQ 07 TQ 22	An academic degree is a position and title within a college or university that is usually awarded in recognition of the recipient having either satisfactorily completed a prescribed course of study, or completed other work to show that degree requirements were met. The most common degrees awarded today are Bachelor’s, Master’s, and doctoral degrees. Previous teacher education degrees have included (but are not limited to) diplomas or state examinations.
Department heads	PQ 19	These are usually teachers who are leading a group of teachers who either teach the same subject or the same group of students in different subjects, so for example “team leaders” and “subject teacher group leader” would fall in this category.

Term	Occurrences	Description
Diversity, diverse	PQ 8, before 37, 38 TQ before 44, 45, 47	‘Diversity’ refers to the recognition of and appreciation for differences in the backgrounds of individuals. In the context of TALIS, it refers to students and staff. In the case of cultural diversity, it refers most notably to variations in cultural or ethnic backgrounds. FT to MS change: term added
<Education or training>	PQ 06 TQ 04 (CNO), 05 (CNO), 06, 15, before 19, 56	Refers to all the listed ISCED levels or stages of respondent’s learning represented by a structured and certified program. This education does not need to be exclusively aiming in teacher education and qualification. Formal education training and <education or training> refers to the <u>initial</u> program completed by a teacher and should be distinguished from later and continuous professional development completed or attended <u>after</u> this initial education or training. FT to MS change: distinction between initial training referred to here and later continuous professional development added.
Effective, effectiveness	PQ 08	Effectiveness is defined as the capability of producing desired outcomes. When something or someone is “effective” it means it has produced the intended or expected results.
Equity	PQ 08	‘Equity’ refers to the equal treatment of individuals regardless of differences in background. In the context of TALIS, it further refers to national or school policies in which there is an emphasis on the equality of students of different ethnicities in a class, the avoidance of discrimination, and a fair treatment of all students. FT to MS change: term added
Ethnic, ethnicity	PQ before 37, 37, 38 TQ before 44, 45-47	See <i>Culture</i> FT to MS change: term added, cross-reference to culture.
External individuals or bodies	PQ before 23, 23, 24 TQ 29	These refer to, for example, inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school.
<Fast-track or specialised teacher education or training programme>	TQ 04 (CNO)	Refers to pathways into a teaching job that are not <regular teacher education or training programmes> in terms of duration and/or content, for example short or fast-track programmes designed for specific groups such as high-profile young graduates, second-career candidates, candidates with some teaching experience, or graduates with high levels of subject knowledge. FT to MS change: term and definition changed from <alternative pathway>
Feedback	PQ 08, 22, 43 TQ before 29, 29-31, 33, 43	Feedback is defined broadly as including any communication teachers receive about their teaching, based on some form of interaction with their work (e.g. observations of teaching, discussions about curriculum design, and discussions about students’ results). Feedback can be provided through informal discussions with teachers or as part of a more formal and structured arrangement.
First employment	TQ 19	Refers to the first employment as a teacher after qualification/certification/accreditation in a regular way, i.e. not as an occasional, substitute or emergency teacher. In operational terms, regular teacher are those that teach for more than 6 consecutive weeks.

Term	Occurrences	Description
[First language]	PQ 17 TQ 35	Refers to the language first learnt by the student as a child, often referred to as the mother tongue. This should be replaced with an appropriate generic term.
Formal education (or training)	PQ 03 TQ 03	See <education or training>
Formal induction programme	PQ 31, 32 TQ 19	Formal induction programmes are structured programmes designed to support new teachers' introduction into the teaching profession or to support experienced teachers who are new to a school, and include activities such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc. Please pay special attention to the translation of this term, particularly for non-English speaking contexts.
Full-time/part-time employment status	PQ 04, 05 TQ 10, 11	Refers to whether the teacher or principal is employed as a teacher on a full-time or part-time basis. For the purposes of TALIS, anyone working more than 90% of what is considered a full-time workload is considered full time.
General / administrative introduction	PQ 33 TQ 20	Refers to activities related to administrative and/or safety requirements, i.e. not specific to teaching profession.
Gifted student	TQ 35	'Gifted' refers to students who have been diagnosed as gifted due to an intellectual ability significantly higher than average. It describes children and young people with an ability to develop to a level significantly ahead of their classmates.
Global issues	TQ 47	'Global issues' refer to a range of themes, challenges and trends at the cross-national and planetary level including, but not limited to: climate change and global warming, health and epidemics, population growth, migration, air pollution, international conflicts, hunger or malnutrition, poverty, technological change, gender equality, deforestation, or biodiversity. The term is loosely associated with 'global challenges and trends' in PISA 2018. FT to MS change: term added
Government	PQ 11, 12 TQ 22	Represents government or its agencies at any administrative level: departments, local, regional, state or national/federal. Use appropriate national terms that correspond to these different administrative levels of government.
Homework	TQ 40	Specific tasks assigned by a teacher to be completed by the student outside of class time.
ICT (information-communication technology)	TQ 06, 23, 27, 42, 55	The main purpose of ICT in education is to integrate ICT equipment and tools into the teaching-learning process as media and methodology.
Immigrant student	PQ 17 TQ 35	An 'immigrant student' is a student who was born outside the country. Both this and <i>student with migration background</i> aim to follow similar terms and adaptations in PISA. FT to MS change: term added.

Term	Occurrences	Description
Induction activities, induction	PQ before 31, 31-33 TQ 19, 20	Induction activities are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school. Induction activities might be presented in formal structured programmes (for example, regular supervision by the principal, reduced teaching load, formal mentoring by experienced teachers), or they might be informally arranged as separate activities available to support new teachers (for example, informal peer work with other new teachers, a welcome handbook for new teachers).
Instruction	Numerous references	Teaching to students performed by a teacher to facilitate learning, i.e. the acquisition of knowledge, skills, values, beliefs, and habits.
[ISCED 2011 Level x> or 15-years old]	Numerous references	Placeholders that will need to be adapted to appropriate national terms for the core population, i.e. ISCED level 2 and any international option(s), i.e. ISCED level 1 and/or 3. In the case of the PISA-TALIS link, which might cover ISCED level 2 and 3 schools, please use an adaptation linking the instruments to the 15-year old students where indicated.
[ISCED 2011 Level x> or PISA schools]	Numerous references	See above. Additionally, an adaptation that links the instruments to the schools selected for PISA 2018 for the TALIS-PISA link is required.
<ISCED 2011 Level(s)>	Numerous references	The International Standard Classification of Education (ISCED) is the reference classification for organizing education programmes and related qualifications by education levels and fields. ISCED 2011 has nine levels of education, from level 0 to level 8: <ul style="list-style-type: none"> • ISCED 0: Early childhood education • ISCED 1: Primary education • ISCED 2: Lower secondary education • ISCED 3: Upper secondary education • ISCED 4: Post-secondary non-tertiary education • ISCED 5: Short-cycle tertiary education • ISCED 6: Bachelor's or equivalent level • ISCED 7: Master's or equivalent level • ISCED 8: Doctoral or equivalent level <p>The UNESCO Institute for Statistics (UIS) is the custodian of ISCED and is thus responsible for the development, maintenance, updating and revision of this reference classification. The UIS plans to work closely with countries and partner data collection agencies (including Eurostat and the OECD) to ensure mappings are in accordance with the ISCED classification and updated as needed. Mapping from ISCED 1997 as well as mappings of national programmes to ISCED 2011 levels should be available for most TALIS countries.</p> <p>The publication <i>OECD, European Union, UNESCO-UIS (2015) ISCED 2011 Operational Manual – Guidelines for classifying national education programmes and related qualifications</i> provides an entry point to these mappings:</p> <ul style="list-style-type: none"> • http://www.oecd-ilibrary.org/deliver/9615021e.pdf?itemId=/content/book/9789264228368-en&mimeType=application/pdf
Language of instruction	PQ 17 TQ 15, 35, 37	Refers to the mainstream language of instruction applicable in the national context or, as applicable, in the context of the jurisdiction or region.

Term	Occurrences	Description
Lesson	Numerous references	A lesson is the part of the teaching day devoted to a single subject such as science or a foreign language. In some cases, a lesson could involve more than one subject as long as the activities in the lesson focus on a single main idea.
<Local, municipality/ regional, state, or national/federal> authority	PQ 20, 43, 45 TQ 52	Authorities at the local, state (for example, a provincial ministry), or at the (highest) national/federal level. Does not necessarily govern the school directly.
Main subject field(s)	PQ 35, 36 TQ 31	Refers to subjects that the teacher teaches for a substantial part of his or her overall teaching time (say, more than 25%). Refers to teaching in the sampled school only.
<Mark, i.e. numeric score or letter grade>	TQ 43	Refers to a standardised way to record the varying levels of performance within a subject area.
Mentor	PQ 23-25, 35 TQ 21	A person who is <u>assigned</u> to a teacher or group of teachers to help and advise them in their professional development.
Mentoring	PQ 21, before 31, 34, 36 TQ 18, 21,	This is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.
Mobility (academic)	TQ 56-58 (CNO) (although term not used explicitly)	'Academic mobility' implies a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence. This period is of limited duration, and it is envisaged that the student or staff member return to his or her home country upon completion of the designated period. Academic mobility may be achieved within exchange programmes set up for this purpose, or individually. The term 'academic mobility' is not intended to cover migration from one country to another.
Most recent complete calendar week	TQ 16-18	The most recent calendar week (usually Mon thru Sun or Sun thru Sat) that the teacher worked, so including weekends, evenings and other out of class time). Applies to both full-time and part-time teachers (i.e. he or she need not work every day of the week). A 'complete' calendar week refers to a week that was not shortened by breaks, public holidays, sick leave etc.
<National/ regional>	PQ 20	Refers to administrative levels superior to a single school. Region is to be interpreted as <i>within</i> the country rather than across.
Network	PQ 07 TQ 22	A group of teachers who communicate together for mutual benefit, sharing experiences and practices.
Networking	PQ 33 TQ 20	Networking is defined as a possibility for (new) staff to interact with their peers, within or between schools, and could include the use of Internet. Networking with peers is based on face-to-face meetings to share experiences within or between schools, but could partly be based on virtual communities (see further).
New teacher/ teachers new to teaching	PQ before 31, 31-34 TQ 19-21	Includes all teachers who are new to a particular ('this') school (i.e. working at the school for 2 years or less), that is, the term includes both teachers who are new to teaching, i.e. in their first job as teachers, and teachers who are in their career as teachers.

Term	Occurrences	Description
Pedagogical competence/competencies	PQ 36 TQ 23, 27, 31	Pedagogy refers to the art and science of teaching and thus pedagogical competence refers to knowing how to teach (rather than knowing the content one is expected to teach). The surveys refer to pedagogical support, which means helping teachers become better at teaching (including explaining, organizing, etc.) content.
Pedagogical support	PQ 13	Including all teacher aides or other non-professional personnel who provide instruction or support teachers by providing instruction; professional curricular/instructional specialists and educational media specialists.
Pedagogy /pedagogical topics	PQ 07 TQ 04 (CNO), 06	<p>Pedagogy might broadly be understood as the process of teaching. It refers to the whole context of instruction and learning and the actual operations applied therein. In initial teacher training student teachers study their subjects but also the pedagogy appropriate for teaching their subjects. Pedagogy can thus be regarded as a theory of instruction, which might be more general or more specific.</p> <p>A general pedagogical competence is what teachers need as a basic knowledge for <i>how</i> to teach, and is the competence needed more often in primary school. A specific pedagogical competence refers to the knowledge on how to teach for instance a particular subject or a particular group of students. Didactic competence is another concept used which as well addresses the question of 'how to teach'. Didactics might be defined as the art or science of teaching.</p>
<PISA Schools>	Cover page(s) and footers	<p>A 'PISA School' is defined as a school that was selected to participate in the original PISA 2018 sample.</p> <p>In operational terms, a 'PISA School' for the main survey in TALIS 2018 refers to a school that was <i>selected</i> to participate in PISA 2018, regardless of whether this school will actually participate. These schools form the survey population for the TALIS-PISA link international option.</p>
Portfolio/ portfolio assessment	PQ 24, 33 TQ 20, 29	A collection of evidence that may include examples of lesson plans, curriculum, student's work, and various measures of students' assessment and performance.
Professional development activities	Numerous references	Professional development activities are those that are designed to develop an individual's skills, knowledge and expertise as a teacher (or more generally, a professional). Unless otherwise stated in a specific question, these activities are formal and could refer to different activities such as courses and workshops, but also to formalised teacher collaboration and participation in professional networks. Thus professional development activities do not refer to teachers all-daily practices which also are developing them professionally!
Professional identity	PQ 36	Professional identity is defined as a social learning process that includes the acquisition of specific knowledge and skills that are required in a professional role as teacher and the development of new values, attitudes, and self-identity components. Professional identity formation and development begin during one's training for the profession, evolve during entry into the profession, and continue to develop as the practitioner identifies with the profession. Professional identity as teacher can be regarded as the subjective self-conceptualization associated with the role as teacher.

Term	Occurrences	Description
Refugee	PQ 17 TQ 35	<p>A refugee is someone who, regardless of legal status (e.g. registered or confirmed status as an asylum seeker) has fled to another country, in order to seek refuge from war, political oppression, persecution, or natural disaster.</p> <p>There is no need for principals and teachers to further distinguish between recent refugees and those that arrived earlier.</p> <p>In the early childhood context (TALIS Starting Strong Survey), this person could also be one born while his/her parents were travelling to the destination, or born shortly after the parents' arrival. The</p>
<Regular concurrent teacher education or training programme>	TQ 04 (CNO)	Refers to a prescribed typical/traditional/standard course of study leading to a teaching credential. Concurrent program-types grant future teachers a single credential for studies in subject-matter content, pedagogy, and other courses in education. All of this learning happens simultaneously (concurrently) during the first period of postsecondary education.
<Regular consecutive teacher education or training programme>	TQ 04 (CNO)	Refers to a prescribed typical/traditional/standard course of study leading to a teaching credential. Consecutive teacher education program-types require completion of two phases of postsecondary education: first, a university degree with specialization in the subject-matter to be taught, followed by a separate second phase of study focused primarily on pedagogy and practicum.
School	Numerous references, including the introductions	The entity used to construct the sampling frame within any given country.
School climate	section title before 26 TQ section title before 48	The school climate is defined as the feelings and attitudes that are elicited by a school's environment. It is a multidimensional construct that includes physical, social, and academic aspects.
<School governing board>	PQ 19, 20	<p>A board directly responsible for the governance of a school. This board may be totally external to the school or may have staff and student representation. The school's governing board is usually (but not always) the governing board of that school only (i.e. it is not a district board). Use appropriate national terms that correspond to this definition.</p> <p>FT to MS change: term extended to include 'school' consistently.</p>
<School management team>	PQ 18-20, 23, 24 TQ 29	<p>'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.</p> <p>This will typically be the principal, vice-principal(s), and heads of department or subjects. It will typically not include receptionists, typists, clerks or others who support the administrative activities of the school but could include school financial or business managers.</p>
School principal	Numerous references	The official head administrator of the school, though the title that is given to that person will vary among countries.
Significant responsibility	PQ 20	A 'significant responsibility' is one where an active role is played in decision making.

Term	Occurrences	Description
<Socio-economically disadvantaged homes>	PQ 17, 29 TQ 35	‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care. They are those that receive or are eligible to receive subsidies or other welfare benefits. The type of benefits accorded to disadvantaged homes may vary among the countries. The disadvantaged homes may in some countries correspond to those that are eligible for free school meals, in others to those that get housing allowance, or other social assistance.
Special (education) need students (or students with special needs)	Numerous references	<p>Special needs students are not well defined internationally but usually cover those for whom a special learning need has been formally identified because they are mentally, physically or emotionally disadvantaged.</p> <p>Often special needs students will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>“Gifted students” are not considered to have special needs under the definition used here and in other OECD work.</p> <p>Some teachers perceive all students as unique learners and thus having some special learning needs. For the purpose of this survey, it is important to assure more objective judgment regarding who is considered a special need student and who is not. That is why a formal identification is stressed above. Countries may differ in a way how SEN are recognised and tackled. If there is any certain procedure(s), it should be noted during the national adaptation process.</p>
Standardised test	n/a	<p>A standardised test is a test that is administered and scored in a consistent, or “standard”, manner. Standardised tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner.</p> <p>FT to MS change: applicable item deleted</p>
Stress (occupational stress)	PQ 43 TQ 51, 52	Refers to the negative reaction people have when presented with work stimuli (demands and pressures) that are not matched to their knowledge and abilities. These responses manifest in disturbances to emotional, social, and/or physical health. This definition is restricted to stress reactions from the workplace and occupation and does not include general anxiety or life-event stress.
Student Performance	PQ 22, 24, 36 TQ 29	‘Performance’ covers student test scores as well as other student learning outcomes.
Student with migrant background	PQ 17 TQ 35, 45, 55	<p>A ‘student with migrant background’ has parents who were both born outside the country. Both this and <i>immigrant student</i> aim to follow similar terms and adaptations in PISA.</p> <p>FT to MS change: term added.</p>
Support personnel/staff	PQ 29 TQ 55	Including health and social support personnel (e.g. social workers), librarians, as well as management, administration, maintenance and operations personnel, i.e. other than personnel involved in teaching.
<Target class>	Numerous references in TQ	Some questions ask for information on respondents’ teaching of one particular class of students. In order to randomise the selection of the class (or group of students) and the subject on which the teacher should base their responses, the question asks the teacher to think of one specific class. This class or group of students is referred to as the “target class”.

Term	Occurrences	Description
Teacher	Numerous references	<p>A teacher is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills to students enrolled in an educational programme. This definition does neither depend on the qualification held by the teacher nor on the delivery mechanism. It is based on three concepts:</p> <p><i>Activity</i>, thus excluding teachers without active teaching duties – although teachers temporarily not at work (e.g. for reasons of illness or injury, maternity or parental leave, holiday or vacation) are included.</p> <p><i>Profession</i>, thus excluding people who work occasionally or in a voluntary capacity in educational institutions.</p> <p><i>Programme</i>, thus excluding people who provide services other than formal instruction to students (e.g. supervisors, activity organisers, etc.).</p>
Team conferences	TQ 33	<p>Team ‘conferences’ refer to prearranged, often more formal and structured gatherings of teams responsible for specific areas (e.g. subject matter domains, grade levels, or individual classes) for the purpose of exchanging information, consultation or decisions.</p> <p>‘Conferences’ should be distinguished from more informal, ad-hoc and less structured or unstructured ‘meetings’ and similar gatherings.</p> <p>FT to MS change: term added, noting that trend interests preclude a change to ‘meetings’ in the question.</p>
To quieten down	TQ 41, 42	For noise to subside to a sufficient degree so that teaching can begin.
<Vice/deputy principal or assistant principal>	PQ 19	<p>Refers to deputies, assistants and aides to a school principal with respect to the overall administration of a school. Unlike the (main) principal, vice, deputy or assistant principals do not generally have the same decision-making authority that the principal carries although they may still carry nearly the same authority among students.</p> <p>FT to MS change: term added</p>