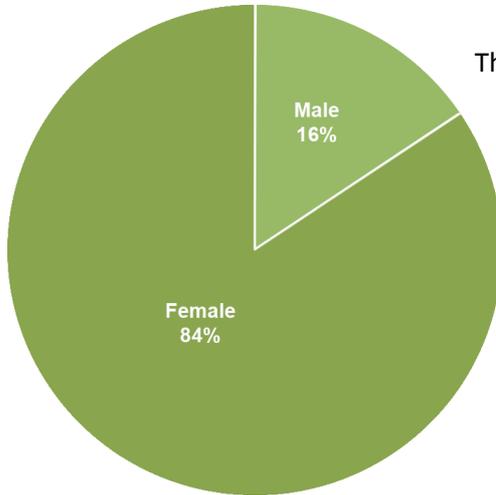


Strategic Partnership “Developing Key Competences through Drama”

TEACHERS QUESTIONNAIRE SUMMARY

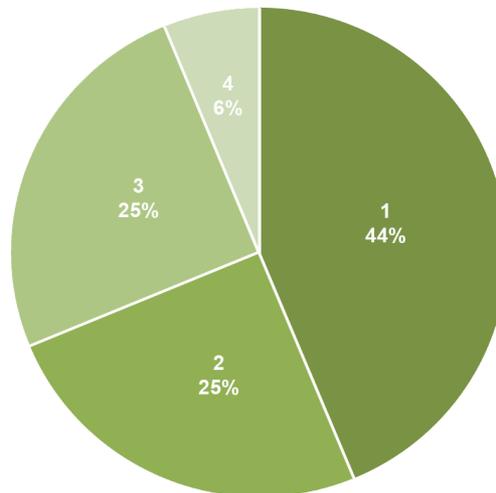


The questionnaire was filled by 32 teachers having in charge the three students' classes involved in the project, from the 8th and the 9th grade of Escola Secundária de Rocha Peixoto, Póvoa de Varzim, Portugal. The school has 55% of teachers belonging to the school board and 45% of hired teachers that can change school every year. This situation makes it difficult to do a sustained work and the long-term planning in the activities. In this sample of teachers 16% are men and 84% are women.

DRAMA TECHNIQUES

1. Have you ever role-played anything in class?

Most of the teachers (69%) have never used drama techniques in class. Only 6% have used these techniques often and 25% a few times.

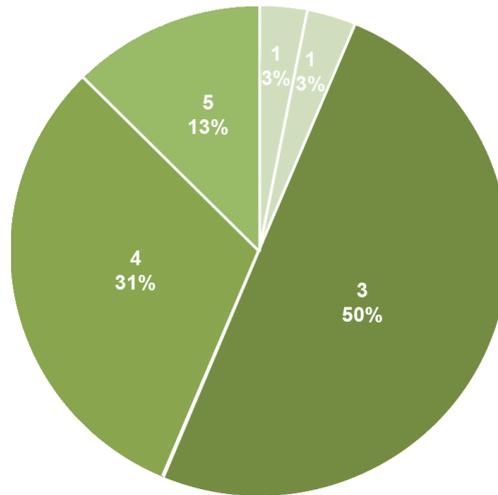


2. Role-play helps the students to understand the topic of the lessons better.

The lack of knowledge in using drama techniques leads to some doubts about their effectiveness. That's why 50% of the teachers have pointed the level 3.

44% of the teachers believe in the positive role of these techniques and only 6% don't believe in their value.

The economic and financial crisis led to a divestment in education and virtually paralysed lifelong learning for teachers in the last twelve years. We think this is one of the main reasons for the lack of knowledge on pedagogical and didactics matters.



3. When you think of role-play (drama techniques) in class which 3 ideas come to your mind?

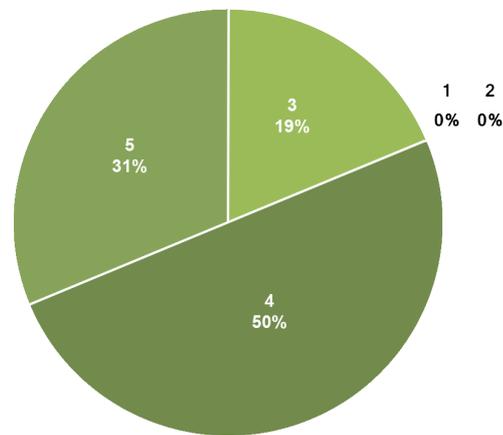
Surprisingly, 15% of the teachers didn't express any idea linked with drama techniques. However, 85% of the teachers expressed positive ideas about role-play acting, such as: accountability, acquisition, action, animation, attention, attitude, body language, characters, commitment, communication, competencies, concentration, context, creativity, dedication, dramatization, empathy, engaging, experimentation, expression, flexibility, funny, group work, happiness, impact, improvisation, innovation, insight, interaction, involvement, laugh, learning, motivation, originality, participation, practice, relaxing, rhythm, roles, simulation, testimonials, theatre, understanding, voice placement.

More than 50% of the ideas match with those one expressed by the students.

KEY COMPETENCIES

1. Team work is better than individual work when it comes to learning new things.

More than 80% of the teachers recognize the main role of team work in the learning process and 19% of them don't favor any of the processes.



2. While doing group or team work which role/ roles do you generally assume/like?

About 19% of the teachers misunderstood the question. The lack of language skills is not just a problem we can find in students. The education policy and the schools should face it seriously in the context of a globalized world.

The other 81% have chosen four different roles, being the more representative the role of peer:

Coordinator	15,4%
Leader	30,8%
Passive Role	3,8%
Peer	50,0%

Although the roles of coordinator and leader have many characteristics in common we have decided to keep both separately.

3. When you think of your gadgets (digital competences) which do you consider most helpful to learn new things: tick and explain why briefly:

The PC is considered the most helpful gadget, followed by the tablet and the smart-phone. Only 25% of the teachers consider that the different gadgets referred (2 or 3) are equally helpful.

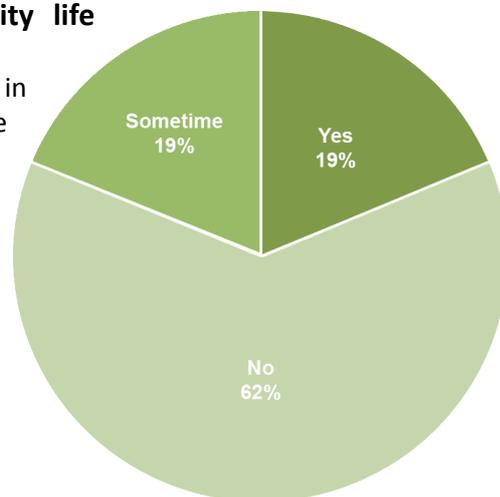
It's interesting to verify that the results are opposite to those related about the students' questionnaire and it's doubtless a question of generation.

With digital gadgets teachers have essential tools for more effective work, an interactive way for the activities, easy access and search, wide information and fast processing, many features and data availability and portability, which is helpful for teaching.

4. Have you ever been involved in your city life (volunteer work, social work)?

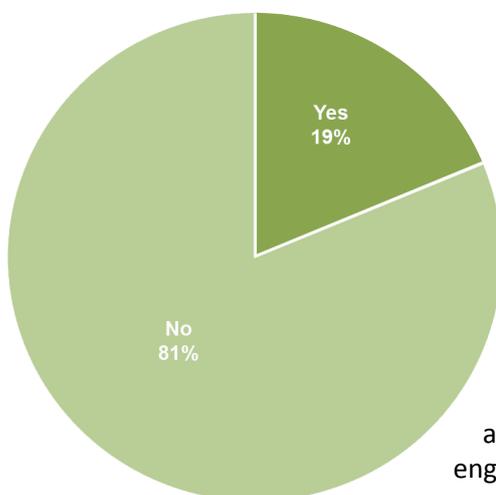
38% of the teachers have been already involved in volunteer and social work in the city and school life (choir conductor, environment organization, hospital volunteer, International Amnesty, orphanage house, Red Cross, religious communities, solidarity association and so on).

This engagement can be a good example for the students.



5. Have you belonged/Do you belong to a club/association/artistic endeavor?

The participation of our teachers in clubs, associations and sports and artistic activities is around 19%.



6. If yes, please name it/them and your role there. (Cultural competences)

The few teachers referred in the previous point are involved in cultural and artistic activities.

It's interesting to compare with the results for students. Once more we can verify the opposite. The students are more engaged in clubs, associations and sports and artistic activities and teachers more engaged in volunteer and social work.