

Schools and their leaders in Tonga

The school environments of PILNA 2021 students and the attitudes and perceptions of their leaders.

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Questions in the school leader questionnaire relate to:

- the school leaders' education, experiences, workload, well-being, and demographic information;
- the nature of their school's infrastructure and facilities, language, teacher supports, resources, purposes of assessment, and student demographics;
- the community environment, including early childcare access and community engagement with the school; and
- barriers to good quality teaching at the school and mitigations for these, including school closures and continuity of learning measures.

The initial findings fall into two broad categories. The first is about barriers to good quality education in their schools and the second is about the attitudes and perceptions of school leaders and their role. Further analysis is planned to explore the data in more depth.

Where appropriate, findings reported in the following sections have a student focus; any challenges and experiences are presented from a student perspective. What this means is that statistics are based on the proportion of PILNA 2021 students who are in schools, or have school leaders, with certain characteristics or experiences. For example, instead of saying 'X% of school leaders reported Y', the findings will state 'X% of students had a school leader who reported Y'. This is possible because all student PILNA results are linked with both their teachers' PILNA questionnaire, and their school leaders' PILNA questionnaire. This allows readers to connect more easily with the findings, specifically, information about how students in Pacific schools are performing and what they are experiencing, the latter being relevant to these sections.