

NEONATAL NUTRITIONAL INTERVENTIONS EARLY SCHOOL-AGE OUTCOMES STUDIES: TEACHER QUESTIONNAIRE

Dear [title_te] [namelast_te],

Thank you for assisting with the Neonatal Nutritional Interventions Early School-Age Outcomes Studies. This short survey asks about [namefirst_ch] [namelast_ch]'s current learning at school (DOB: [dob], Study ID: [record_id]). Ethical approval (HDEC #16/NTB/208) and caregiver consent has been obtained for this study. If you need help, contact the research team on xx or email XX@auckland.ac.nz

1. Date completed

2a. Pupil's school year

- 1
- 2
- 3
- 4

2b. School term

- 1
- 2
- 3
- 4

3. How many months have you known this pupil?

_____ ((months))

4. How well do you know him/her?

- Not well
- Slightly well
- Moderately well
- Well
- Very well

5. Is this pupil in a Māori immersion class or unit?

- Yes
- No

5a. If yes, what is the immersion level?

- 1 (81-100%)
- 2 (51-80%)
- 3 (30-50%)
- 4 (< 30%)

6. What curriculum guides this child's teaching?

- Te Marautanga o Aotearoa / Māori medium
- Te Aho Matua / Māori medium
- The NZ Curriculum / English medium
- Not sure

Te Marautanga o Aotearoa: How is this child performing against that expected for his/her year level?

| | 2 or more years below | 1 year below | At this year | 1 year above | 2 or more years above |
|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pāngarau | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pānui | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuhituhi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Māori-medium: How would you rate this child's academic performance compared to his/her classroom peers?

| | Much worse | Worse | About the same | Better | Much better |
|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pāngarau | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pānui | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuhituhi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The NZ Curriculum: How is this child performing against that expected for his/her year level?

| | 2 or more years below | 1 year below | At this year | 1 year above | 2 or more years above |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

English-medium: How would you rate this child's academic performance compared to his/her classroom peers?

| | Much worse | Worse | About the same | Better | Much better |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Teacher comments (optional)

E.g., please record if this child has an IEP or receives additional learning support