

The following are the codes used for the variables that were assigned codes

<b>Gender</b>	1 = Male 2 = Female
<b>Profession</b>	2 = Lecturer in teacher education 3 = Lecturer (other) 4 = Health promotion consultant 5 = Professor
<b>Country</b>	1 = France 2 = Finland 3 = Norway 4 = Sweden 5 = United Kingdom 6 = Denmark 7 = Ireland 8 = Australia 9 = Portugal
<u>Round 2</u>  <b>One:</b> Communication skills <b>Two:</b> Ability to acquire leadership support <b>Three:</b> General content knowledge of health issues <b>Four:</b> Knowledge of learners and their characteristics <b>Five:</b> Ability to identify and address student learning problems <b>Six:</b> Teacher as a 'researcher' <b>Seven:</b> Willingness to engage in whole school and community health promoting activities <b>Eight:</b> Ability to identify and refer pupils' illnesses and problems (other than learning problems) <b>Nine:</b> Knowledge of health education curricula <b>Ten:</b> Knowledge of various disciplines (related to health science or education eg. Sociology, Psychology) <b>Eleven:</b> Ability to collaborate with other school personnel <b>Twelve:</b> Pedagogical health content knowledge <b>Thirteen:</b> General pedagogical knowledge <b>Fourteen:</b> Ability to advocate for health, social and other services for their students <b>Fifteen:</b> Knowledge about health related careers <b>Sixteen:</b> Teachers' Self-Knowledge <b>Seventeen:</b> Skilful application of general	<i>Semantic differential scale</i>  1 = Not at all important 7 = Very important

<p>pedagogical knowledge</p> <p><b>Eighteen:</b> Skills in planning, implementing and assessing whole school health promoting initiatives</p> <p><b>Nineteen:</b> Willingness to enforce school guidelines</p> <p><b>Twenty:</b> Ability to advocate for school rules and practices that promote health, safety and sustainable development in their schools</p> <p><b>Twenty One:</b> Knowledge of health education/promotion theories and models</p> <p><b>Twenty Two:</b> Ethical thinking skills</p> <p><b>Twenty Three:</b> Willingness to help students and parents manage their illnesses or problems within the school day</p> <p><b>Twenty Four:</b> Knowledge of the determinants affecting health</p> <p><b>Twenty Five:</b> General knowledge of human development</p> <p><b>Twenty Six:</b> Skills in engaging in community based approaches to health promotion</p> <p><b>Twenty Seven:</b> Willingness to display and model health promoting behaviours in their classrooms and in their actions within the school context</p> <p><b>Twenty Eight:</b> Ability to collaborate with families and the community</p> <p><b>Twenty Nine:</b> Knowledge about the operational environment of a school</p> <p><b>Thirty:</b> Teachers sense of self-efficacy in teaching health issues</p> <p><b>Thirty One:</b> Ability to identify and refer fellow staffs problems</p> <p><b>Thirty Two:</b> Knowledge in engaging in community based approaches to health promotion</p> <p><b>Thirty Three:</b> Willingness to advocate for school rules and practices that promote health, safety and sustainable development in their schools</p> <p><b>Thirty Four:</b> Knowledge in planning, implementing and assessing whole school health promoting activities</p> <p><b>Thirty Five:</b> An awareness and ability to be able to use resources affectively</p> <p><b>Thirty Six:</b> Ability to collaborate with pupils</p>	
<p><u>Round 3</u></p> <p><b>Rated No.1</b></p> <p><b>Rated No.2</b></p> <p><b>Rated No.3</b></p> <p><b>Rated No. 4</b></p> <p><b>Rated No. 5</b></p> <p><b>Rated No. 6</b></p> <p><b>Rated No. 7</b></p>	<p><b>1</b> = General content knowledge of health issues</p> <p><b>2</b> = Knowledge of the determinants affecting health</p> <p><b>3</b> = Knowledge of health education curricula</p> <p><b>4</b> = General pedagogical knowledge (of planning, various ways of teaching and appropriate means of assessment, and of</p>

**Rated No. 8**  
**Rated No. 9**  
**Rated No. 10**

classroom management)  
**5** = Pedagogical health content knowledge (knowledge of and ability to use health specific pedagogical knowledge)  
**6** = General knowledge of human development  
**7** = Knowledge in planning, implementing and assessing whole school health promoting initiatives  
**8** = Knowledge of various disciplines (related to health science or education eg. Sociology, Psychology)  
**9** = Knowledge in engaging in community based approaches to health promotion  
**10** = Knowledge of health education/promotion theories and models  
**11** = Knowledge about the operational environment of a school (Knowledge about the school as a system and how it relates to wider society)  
**12** = Knowledge of learners and their characteristics  
**13** = Teachers' Self-knowledge  
**14** = Ability to identify and address student learning problems  
**15** = Skills in planning, implementing and assessing whole school health promoting initiatives  
**16** = Skills in engaging in community based approaches to health promotion  
**17** = Skilful application of general pedagogical knowledge  
**18** = Ability to advocate for health, social and other services for their students  
**19** = Ability to identify and refer pupils' illnesses and problems (other than learning problems)  
**20** = Ethical thinking skills (the ability to analyze the consequences of one's decisions and practices on others, and empathic ability)  
**21** = Ability to acquire leadership support  
**22** = Ability to advocate for school rules and practices that promote health, safety and sustainable development in their schools  
**23** = Ability to collaborate with other school personnel and pupils  
**24** = Ability to collaborate with families and the community  
**25** = An awareness and ability to be able to use resources effectively  
**26** = Ability to collaborate with pupils  
**27** = Communication skills (i.e. active listening, interpersonal skills, and empowering way of

	<p>conducting dialogue)</p> <p><b>28</b> = Willingness to advocate for school rules and practices that promote health, safety and sustainable development in their schools</p> <p><b>29</b> = Willingness to engage in whole school and community health promoting activities</p> <p><b>30</b> = Willingness to enforce school guidelines</p> <p><b>31</b> = Willingness to display and model health promoting behaviours in their classrooms and in their actions within the school context</p> <p><b>32</b> =Teacher as a 'researcher' (i.e. the ability to think and reflect critically, to use various research to develop teaching, and to continuously develop as a teacher)</p> <p><b>33</b> = Teachers' sense of self-efficacy in teaching health issues</p>
<b>Comp.1 - 33</b>	<p><b>10</b> = Rated No.1</p> <p><b>9</b>= Rated No.2</p> <p><b>8</b>= Rated No.3</p> <p><b>7</b>= Rated No. 4</p> <p><b>6</b>= Rated No. 5</p> <p><b>5</b>= Rated No. 6</p> <p><b>4</b>= Rated No. 7</p> <p><b>3</b>= Rated No. 8</p> <p><b>2</b>= Rated No. 9</p> <p><b>1</b>= Rated No. 10</p> <p><b>0</b>= Not rated in top 10</p>