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

| Gender         | 1 = Male  
|               | 2 = Female |
| Profession     | 2 = Lecturer in teacher education  
|               | 3 = Lecturer (other)  
|               | 4 = Health promotion consultant  
|               | 5 = Professor |
| Country        | 1 = France  
|               | 2 = Finland  
|               | 3 = Norway  
|               | 4 = Sweden  
|               | 5 = United Kingdom  
|               | 6 = Denmark  
|               | 7 = Ireland  
|               | 8 = Australia  
|               | 9 = Portugal |

**Round 2**

**One:** Communication skills  
**Two:** Ability to acquire leadership support  
**Three:** General content knowledge of health issues  
**Four:** Knowledge of learners and their characteristics  
**Five:** Ability to identify and address student learning problems  
**Six:** Teacher as a 'researcher'  
**Seven:** Willingness to engage in whole school and community health promoting activities  
**Eight:** Ability to identify and refer pupils' illnesses and problems (other than learning problems)  
**Nine:** Knowledge of health education curricula  
**Ten:** Knowledge of various disciplines (related to health science or education eg. Sociology, Psychology)  
**Eleven:** Ability to collaborate with other school personnel  
**Twelve:** Pedagogical health content knowledge  
**Thirteen:** General pedagogical knowledge  
**Fourteen:** Ability to advocate for health, social and other services for their students  
**Fifteen:** Knowledge about health related careers  
**Sixteen:** Teachers' Self-Knowledge  
**Seventeen:** Skilful application of general  

**Semantic differential scale**

1 = Not at all important  
7 = Very important
pedagogical knowledge

Eighteen: Skills in planning, implementing and assessing whole school health promoting initiatives

Nineteen: Willingness to enforce school guidelines

Twenty: Ability to advocate for school rules and practices that promote health, safety and sustainable development in their schools

Twenty One: Knowledge of health education/promotion theories and models

Twenty Two: Ethical thinking skills

Twenty Three: Willingness to help students and parents manage their illnesses or problems within the school day

Twenty Four: Knowledge of the determinants affecting health

Twenty Five: General knowledge of human development

Twenty Six: Skills in engaging in community based approaches to health promotion

Twenty Seven: Willingness to display and model health promoting behaviours in their classrooms and in their actions within the school context

Twenty Eight: Ability to collaborate with families and the community

Twenty Nine: Knowledge about the operational environment of a school

Thirty: Teachers sense of self-efficacy in teaching health issues

Thirty One: Ability to identify and refer fellow staffs problems

Thirty Two: Knowledge in engaging in community based approaches to health promotion

Thirty Three: Willingness to advocate for school rules and practices that promote health, safety and sustainable development in their schools

Thirty Four: Knowledge in planning, implementing and assessing whole school health promoting activities

Thirty Five: An awareness and ability to be able to use resources affectively

Thirty Six: Ability to collaborate with pupils

Round 3

Rated No.1 1 = General content knowledge of health issues
Rated No.2 2 = Knowledge of the determinants affecting health
Rated No.3 3 = Knowledge of health education curricula
Rated No.4 4 = General pedagogical knowledge (of planning, various ways of teaching and appropriate means of assessment, and of
| Rated No. 8 | classroom management |
| Rated No. 9 | Pedagogical health content knowledge (knowledge of and ability to use health specific pedagogical knowledge) |
| Rated No. 10 | 5 = General knowledge of human development  
6 = 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 identity 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
28 = Willingness to advocate for school rules and practices that promote health, safety and sustainable development in their schools
29 = Willingness to engage in whole school and community health promoting activities
30 = Willingness to enforce school guidelines
31 = Willingness to display and model health promoting behaviours in their classrooms and in their actions within the school context
32 = 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)
33 = Teachers’ sense of self-efficacy in teaching health issues

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