

RESULTS FROM TALIS STARTING STRONG 2018

The OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) is an international large-scale survey of early childhood education and care (ECEC) staff and leaders conducted in nine OECD countries. This note presents the findings from the first volume of results on TALIS Starting Strong 2018, *Providing Quality Early Childhood Education and Care*.

Chile

Key findings

Compared to other participating countries, Chile has a large percentage of staff with a level of education above secondary level (87%), but a relatively low percentage of staff that received practical training (45%) and training to specifically to work with children (74%).

Chile has the lowest gaps between percentages of staff who report using practices that facilitate children's socio-emotional development and practices that facilitate children's numeracy, literacy and language development.

ECEC staff in Chile work with large groups of children (on average 24 children per group).

Staff practices that involve engaging parents or guardians (e.g. providing workshops on child-rearing/development or informing parents about daily activities) are particularly common in Chile.

Chile has the highest percentages of centres with a large share of children from socio-economically disadvantaged homes. More than in other participating countries, publicly managed centres in Chile are more likely to include large shares of children from socio-economically disadvantaged homes than privately managed centres.

Chile also has the highest percentage of centres with large shares of children with special needs. Supporting children with special needs is a top spending priority for staff.

Most staff in Chile (97%) are satisfied with their jobs, but a relatively small percentage of staff are satisfied with their salary (31%) or report feeling valued in society (40%).

Professional development is common in Chile (83% in the last 12 months), however, large percentages of staff indicate high financial costs and lack of staff compensation for their absence as a barrier.

A relatively small percentage of leaders indicate having responsibilities for budget allocation (24%) and the appointment and recruitment of staff (53%) within the centre.

Highlights and policy implications for Chile

Promote practices that foster children's learning, development and well-being

TALIS Starting Strong data show that staff with more education and training specifically to work with children report using more practices that facilitate children's learning and development in a large range of areas. Compared to other participating countries, Chile has a large percentage of staff with a level of education above secondary level (87%). Chile has a relatively low percentage of staff that received practical training (45%) and training to specifically work with children (74%). The percentage of staff participating in professional

development activities is high, similar to the percentage in other participating countries (83%). A large percentage of leaders have a high level of educational attainment (94% with a bachelor's degree or higher) and have received training on pedagogical leadership (84%).

In most participating countries, larger percentages of staff report using practices that facilitate children's socio-emotional development rather than practices that facilitate children's numeracy and literacy development. However, Chile has the lowest gaps between the use of practices that foster socio-emotional and numeracy development, suggesting a more holistic approach to children's learning and development than in other countries. Helping children to use numbers or to count is a considered top practice in Chile.

Staff work with large groups of children (on average 24 children per group). However, a relatively small percentage of staff (37%) indicate that having too many children in the group is a significant source of stress. In Chile, staff working with larger groups report using more behavioral support (such as calming children) and adapt practices to children's needs and interest, which can be positive for children's learning and development but may also imply that staff have less time for other activities.

Practices that engage parents or guardians are relatively common in Chile. Chile has one of the largest percentages of staff who report that parents are informed about children's learning and well-being (96%) and that guardians are encouraged to participate in play and educational activities with their children at home (90%). However, leaders report lack of parent/guardian involvement as a top barrier to effectiveness.

Chile has a substantial percentage of staff whose professional development activities (in the last 12 months) included facilitating transitions to primary education (48%). However, a relatively low share of leaders report that their centre is in communication with primary school teachers (69%).

Attract and retain a high-quality workforce

Chile is one of the participating countries with the highest percentage of staff who are satisfied with their jobs (97%), but a relatively small percentage of staff are satisfied with their salary (31%) and feel valued by society (40%). A low percentage of staff (66%) have permanent contracts.

Professional development can motivate staff but can also facilitate career progression. The gap in the percentage of staff reporting participation in professional development between highly educated staff and less educated staff is relatively high in Chile. Compared to other countries, in Chile, a substantially high percentage of staff indicate professional development being too expensive (79%) and the lack of staff to compensate their absences (60%) as barriers to their participation.

Give a strong start to all children

Chile has the highest percentage of centres (65%) with a large share of children from socio-economically disadvantaged homes. Publicly managed centres in Chile are more likely to include a large share of children from socio-economically disadvantaged homes than privately managed centres. Compared to other countries, high percentages of staff report using practices that support diversity, such as using books and toys from other cultures (52%).

Chile also has the highest percentage of centres with a large share of children with special needs. Half of the staff report that working with children with special needs was included in their pre-service training (which is relatively low) and in their last 12 months of professional development activities (which is relatively high). Supporting children with special needs is a top spending priority for staff.

Ensure smart spending in view of complex governance and service provision

A relatively small percentage of leaders indicate having responsibilities for the budget allocation within the centre and the appointment and recruitment of staff. However, leaders in privately managed centres in Chile have, on average, more autonomy regarding these issues than leaders in publicly managed centres. A large share of leaders indicates receiving inspections related to process quality at least once a year (74%).

In line with most countries, administrative work (e.g. filling out forms) and changing requirements are the most significant sources of work-related stress for leaders. Unlike most countries, leaders indicate lack of opportunities and support for ECEC staff's professional development as the second largest barrier to leaders' effectiveness.

How does Chile compare?



Note: * Estimates for sub-groups and estimated differences between sub-groups in the TALIS Starting Strong 2018 data need to be interpreted with care.
Source: TALIS Starting Strong 2018 database.

Policy pointers for Chile

- Include a work-based learning component in all pre-service ECEC programmes.
- Investigate options to foster interactions between staff and children as part of small groups and ensure that larger groups benefit from well-trained staff.
- Compensate for staff absence to allow time to participate in professional development and encourage flexible forms of training.
- Ensure that practices for working with children from different cultural backgrounds and children with special needs are included in pre-service and in-service staff training.
- Ensure consistent quality across public and private ECEC centres and support access to both types of settings for all families.

What is TALIS Starting Strong and how does it apply in Chile?

TALIS Starting Strong is an international, large-scale survey of staff and leaders in ECEC. It uses questionnaires administered to staff and leaders to gather data. Its main goal is to generate robust international information relevant to developing and implementing policies focused on ECEC staff and leaders and their pedagogical and professional practices, with an emphasis on those aspects that foster children's learning, development and well-being. TALIS Starting Strong data are based exclusively on self-reports from ECEC staff and leaders and, therefore, represent their opinions, perceptions and beliefs.

TALIS Starting Strong 2018 includes nine countries: Chile, Denmark, Germany, Iceland, Israel, Japan, Korea, Norway and Turkey. All of these countries collected data from staff and leaders in pre-primary education (ISCED level 02) settings typically serving children aged 3 to 5. In addition, four of the nine countries (Denmark, Germany, Israel and Norway) collected data from staff and leaders in settings serving children under age 3. Only data on centre-based provision are reported in the first report volume and this country note.

The Survey aims to obtain a representative sample in each participating country of staff and leaders for each level of ECEC in which the country participated. In Chile, 228 members and 228 leaders in pre-primary education (ISCED level 02) settings completed the TALIS Starting Strong questionnaires.

In Chile, TALIS Starting Strong covers private kindergartens (Jardín infantil particular), public preschools and schools (Escuela de párvulos y escuela pública – Departamentos de Educación Municipal y Corporaciones Municipales (VTF)), co-financed preschools and schools (Escuela de párvulos y escuela particular subvencionados) and private preschools and schools (Escuela de párvulos y escuela particular).

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References

OECD (2019), *Providing Quality Early Childhood Education and Care: Results from the Starting Strong Survey 2018*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/301005d1-en>.

For more information on TALIS Starting Strong 2018 visit <http://www.oecd.org/education/school/oecd-starting-strong-teaching-and-learning-international-survey.htm>.

Data can be found also on line by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: <http://gpseducation.oecd.org/>.

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