

## 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*.

### Norway

#### Key findings

In Norway, larger shares of staff report using practices that facilitate children's socio-emotional development rather than practices that facilitate children's numeracy development. This gap tends to be higher among staff working in centres for children under age 3 as compared to those in pre-primary education centres.

A moderate share of pre-primary staff (77%) have been trained specifically to work with children but a relatively high share of ECEC staff participate in professional development activities. Likewise, a high percentage of leaders have an education equivalent of at least a bachelor's degree (99%).

Around 40% of ECEC centres include 11% or more children whose first language differs from the language(s) spoken in their centre, which is high compared to most other participating countries. Working with dual/second language learners is one of the top priorities for professional development needs, according to staff.

Norway is among the participating countries with the highest percentage of ECEC staff reporting to be satisfied with their jobs (97%). The share of staff satisfied with their salary (30%) ranges in the middle of participating countries and a little more than half of staff believe they are valued in society.

Centre leaders in Norway are among those that most frequently report that they or other centre staff have significant responsibility over their centre's human resources (85% in pre-primary, 77% in centres for children under age 3). While less than a fifth report managing staff as a source of stress, ECEC staff absences, inadequate budgets and resources and staff shortages are considered key barriers to effectiveness.

#### Highlights and policy implications for Norway

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

TALIS Starting Strong data show that staff with more education and training specifically related to working with children report using more practices that can facilitate children's learning and development in a large range of areas. By international comparison, Norway has one of the highest shares of staff participating in professional development activities (94%) and of leaders with an education equivalent of at least a bachelor's degree (99%).

However, Norway only ranges in the middle among participating countries with regard to the share of pre-primary staff who have been trained specifically to work with children (77%) and the percentage of staff having received practical training (74%). It is also one of the countries with a lower share of pre-primary staff holding a degree above secondary level (67%). Results are similar in centres for children under age 3.

In most participating countries, including in Norway, larger shares of staff report using practices that facilitate children's socio-emotional rather than practices for numeracy development. This gap tends to be higher among staff working in centres for children under age 3 as compared to those in pre-primary education centres. When

ranking the importance of skills to prepare children for their life in the future, ECEC staff in Norway attribute relatively more importance to children's ability to co-operate easily with others than their oral language skills, although as in other countries both are seen as highly important. On the contrary, less than a third of pre-primary staff in Norway report maths skills as highly important.

Staff tend to work with comparatively small groups of children (on average 16 children in pre-primary and 12 in centres for children under age 3). However, compared to other participating countries, pre-primary staff in Norway are those who most often indicate stress related to having too many children in a single group (63%, as compared to 43% in centres for children under age 3).

Practices that involve engaging parents or guardians (e.g. providing workshops on child-rearing/development or informing parents about daily activities) are relatively common across countries, including Norway. Norway stands out as having the highest share of ECEC leaders reporting that events are being organised for families and prospective parents or guardians to visit the ECEC centre (96% at pre-primary level, 93% in centre for children under age 3). However, fewer staff report encouraging parents/guardians to participate in play and learning activities at home than in any other country (44% at pre-primary level and 42% in centre for children under age 3). Norway has a high share of pre-primary leaders reporting that their centre communicates with primary school teachers (89%).

### ***Attract and retain a high-quality workforce***

Norway is among the participating countries with the highest percentage of ECEC staff reporting to be satisfied with their jobs (97%), while the share of staff satisfied with their salary (30%) ranges in the middle of participating countries. A bit more than half of staff consider that ECEC staff are valued by society. Around half of ECEC staff report having extra duties due to absent staff as a source of stress and ECEC staff in Norway consider reducing group size by recruiting more ECEC staff as the top spending priority.

Professional development can play a key role in staff motivation and career progression. Staff in Norway with different levels of education are almost equally likely to report participation in professional development. As compared to staff in other participating countries, they are less likely to report that not having enough staff to compensate for their absence is a barrier to participating in professional development (55% in pre-primary, 50% in centres for children under age 3).

### ***Give a strong start to all children***

Norway is one of the participating countries with the highest percentage of centres with 11% or more children whose first language is different from the language(s) used in the centre (40% in pre-primary education, 39% of centres for children under age 3). A comparatively large percentage of ECEC staff report having received formal training to work with dual/second language learners (64% in pre-primary education and 61% in centre for children under age 3). A comparatively small percentage of centres include 11% or more of children with special needs and/or from socio-economically disadvantaged homes.

A relatively small percentage of ECEC staff in Norway report implementing practices that support diversity in their centres such as using books and toys showing people from different ethnic and cultural groups. However, working with children with special needs, with second/dual language learners and with children from diverse backgrounds are the top three professional development needs reported by staff in Norway.

### ***Ensure smart spending in view of complex governance and service provision***

Compared to other participating countries, centre leaders in Norway frequently report that they or other centre staff have significant responsibility for the appointment and recruitment of staff (85% in pre-primary, 77% in centres for children under age 3) and for the budget allocation within the centre. A bit more than one third of ECEC centre leaders indicate receiving inspections regarding process quality at least once a year.

A comparatively low share of ECEC centre leaders report managing staff as a source of stress (19% in pre-primary, 9% in centres for children under age 3) and less than a third of ECEC leaders, report a lack of resources as a source of stress, which is less than in any other participating country. Around half of leaders report having too much administrative work and extra duties due to absent staff as a source of stress. ECEC centre leaders most frequently agreed that staff absences, inadequate centre budget and resources and staff shortages are barriers hindering effectiveness.

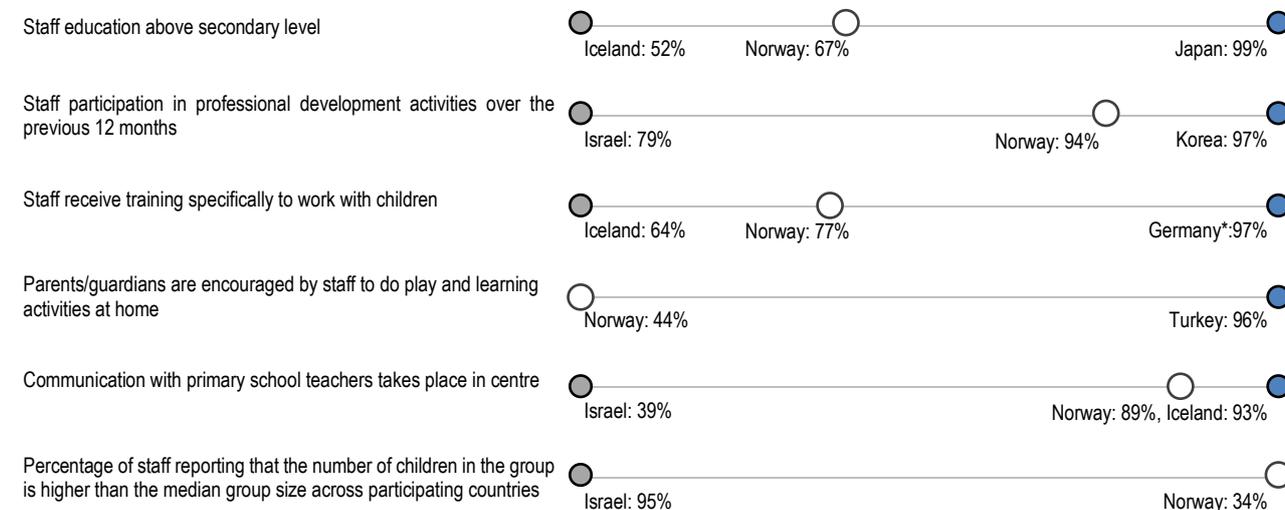
## How does Norway compare?

Indicators, pre-primary education (ISCED 02):

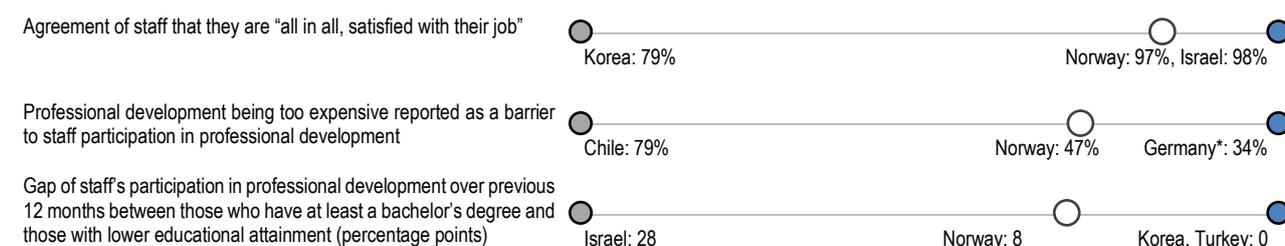
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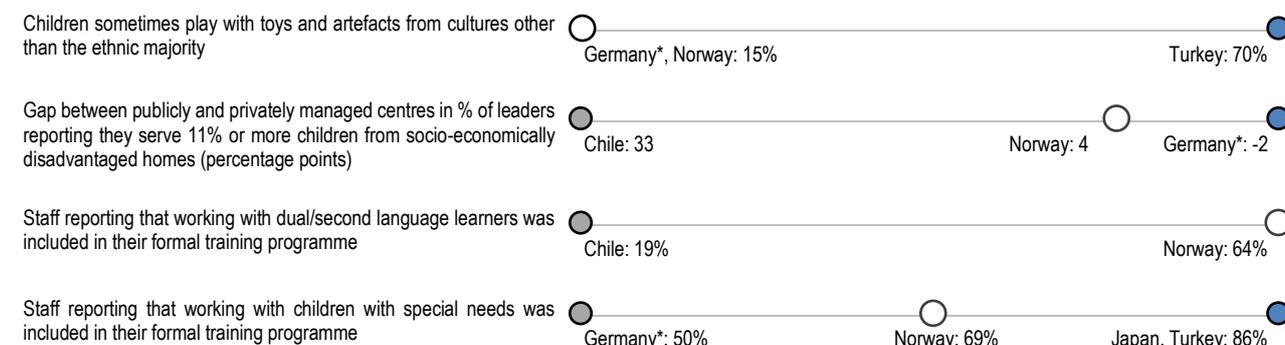
### Promote practices that foster children's learning, development and well-being



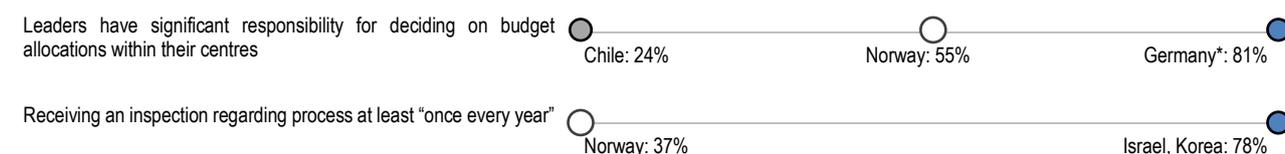
### Attract and retain a high-quality workforce



### Give a strong start to all children



### Ensure smart spending in view of complex governance and service provision



Top spending priority indicated by staff in case of a 5% budget increase: **Reducing group size by recruiting more ECEC staff**

Top barrier to leaders' effectiveness in their centres, according to leaders: **ECEC staff absences**

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 Norway

- Provide relevant training to all staff and foster their recognition as professionals
- Ensure that ECEC staff are well-prepared to fully support the development of the diverse group of children in Norway's ECEC centres and at home.
- Consider the role monitoring can play in developing and ensuring the quality of interactions between staff and children in ECEC centres.

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

TALIS Starting Strong is an international, large-scale survey of staff and leaders in ECEC. TALIS Starting Strong 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 promote conditions for 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, beliefs and accounts of their activities.

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 Norway, 815 staff members and 152 leaders in pre-primary education (ISCED level 02) centres and 938 staff and 163 leaders in centres for children under age 3 completed the TALIS Starting Strong questionnaires.

TALIS Starting Strong data analysed in the first international report covers the following ECEC setting in Norway: Kindergarten for children aged 0-5 (Barnehage).

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**Note regarding data from Israel:** The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

## 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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