

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*.

Turkey

Key findings

In Turkey, the ability to think creatively is considered to be the skill that is the most important for young children to develop. Compared to other countries that participated in the Survey a larger percentage of staff in Turkey also place high importance on the development of children's numeracy skills.

In comparison to other participating countries, Turkey has a large share of highly educated staff, however at least a quarter of staff report not receiving practical training or being trained specifically to work with children.

Turkey has the highest percentage of staff who report parents are encouraged by ECEC staff to participate in play and educational activities with their child/children at home.

A minority of leaders (3%) indicate that their centre includes 11% or more children with special needs, which is low compared to other countries. Despite a high percentage of staff reporting that working with children with special needs was included in their formal training programme, ECEC staff in Turkey still rank training to work with children with special needs as a key priority for professional development.

In contrast to other countries, a need for investments in toys, material, outdoor facilities and centre buildings are indicated as top spending priorities by staff in Turkey. A lack of resources (e.g. financial support and material resources) and a lack of support from local authorities or government are also the most significant sources of work-related stress for leaders in Turkey. Inadequate ECEC centre budget and resources are the top barriers to leaders' effectiveness.

Highlights and policy implications for Turkey

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. Among participating countries, Turkey has the highest share of ECEC staff with a bachelor's degree or equivalent or higher (81%), but at least a quarter of staff report not receiving practical training (25%) or being trained specifically to work with children (28%). The percentage of leaders with a bachelor's degree or higher is high (92%), similar to percentages in other participating countries, but only slightly more than half of leaders have training focused on early childhood (54%). The share of staff participating in professional development activities is high, similar to the share in other participating countries (83%).

In most participating countries, a larger percentage of staff report using practices that facilitate children's socio-emotional development rather than practices that facilitate children's language and literacy development.

In Turkey this is less the case, where both types of practices are reported by a large percentage of staff. When ranking the importance of abilities or skills to prepare children for their life in the future, Turkey has the largest share of staff who attribute high importance to children's numeracy skills compared to staff in other countries.

On average, staff in Turkey work with relatively small groups of children (16 children per group). Accordingly, a small percentage of staff (34%) indicate that having too many children in the group is a significant source of stress. Staff in Turkey who do feel more stress related to the size of their groups report using more group management strategies (e.g. calming children) compared to staff in Turkey who feel less stress from the size of their groups.

Practices engaging parents or guardians (e.g. providing workshops on child-rearing/development or informing parents about daily activities) are relatively common across countries and in Turkey. Turkey has the highest share of staff among participating countries who report that parents are encouraged by ECEC staff to participate in play and learning activities with their children at home (96%).

Turkey has the highest share of staff whose formal education or training programme included facilitating transition from ECEC to primary education. In addition, Turkey has the highest share of centres co-located with a primary school (63%).

Attract and retain a high-quality workforce

A large majority of staff in Turkey are satisfied with their jobs (95%) and Turkey also has the highest percentage of staff who are satisfied with their salary (39%). However, in line with the majority of participating countries, only half of the staff report feeling valued in society (50%). The same findings are applicable for leaders. Addressing parent or guardian concerns is a significant source of stress mentioned by the largest percentage of participants in Turkey.

Professional development can help motivate staff and facilitate career progression. Opportunities for high-quality professional development appear as a top-three priority for staff in Turkey. Staff rank facilitating the development of creativity and problem solving as one of the top three most important priorities for professional development. Accordingly, children's ability to think creatively is considered to be the skill that is the most important for young children to develop. The gap in the percentage of staff reporting participation in professional development between highly educated staff and less educated staff is small in Turkey. Turkey also has one of the lowest percentages of staff indicating that professional development being too expensive is a barrier to their participation (38%).

Give a strong start to all children

A moderate share of centres in Turkey include a large percentage of children from socio-economically disadvantaged homes (30%) or whose first language is different from the language(s) used in the centre (19%). At the same time, Turkey stands out as having the highest percentage of staff report receiving training in a formal education programme to work with children from diverse backgrounds.

In comparison, a small share of leaders (3%) indicate that their centre includes 11% or more children with special needs, which is quite low compared to other countries. However, Turkey has one of the highest shares of staff reporting that working with children with special needs was included in their formal training programme (86%). Moreover, training in working with children with special needs is ranked as the most important priority for professional development by 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. The majority of leaders in Turkey indicate receiving inspections regarding process quality at least once a year.

In contrast with other countries, a lack of resources (e.g. financial support and material resources) and a lack of support from local authorities or government are the most significant sources of work-related stress for leaders in Turkey. Inadequate ECEC centre budgets and resources are reported by leaders as top barriers to their effectiveness. Staff also indicate a need for investments in toys, material, outdoor facilities and centre buildings as a top spending priority.

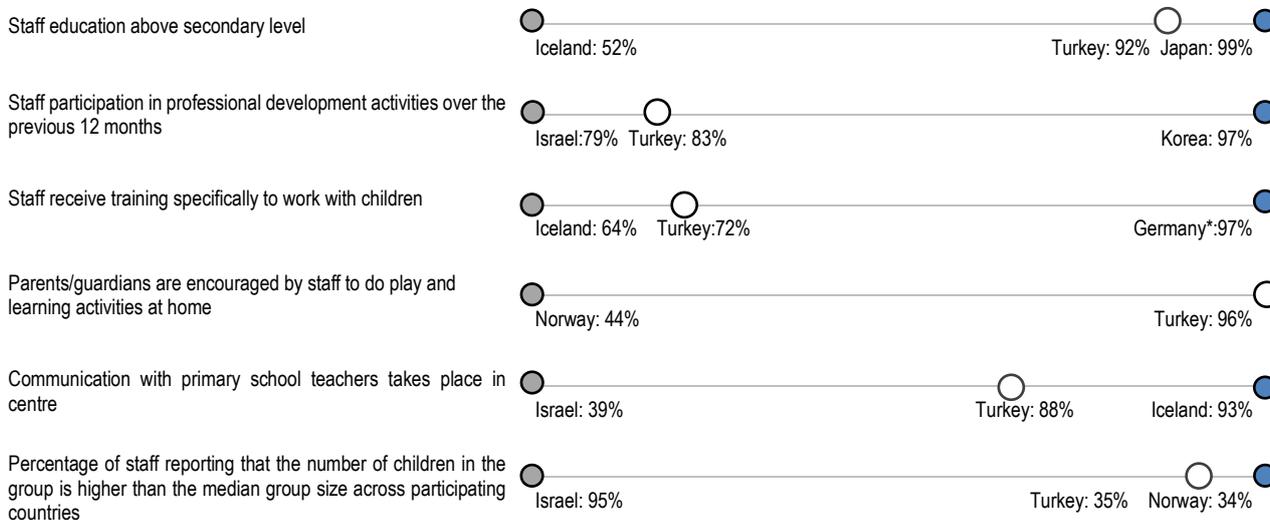
How does TURKEY compare?

Indicators, pre-primary education (ISCED 02):

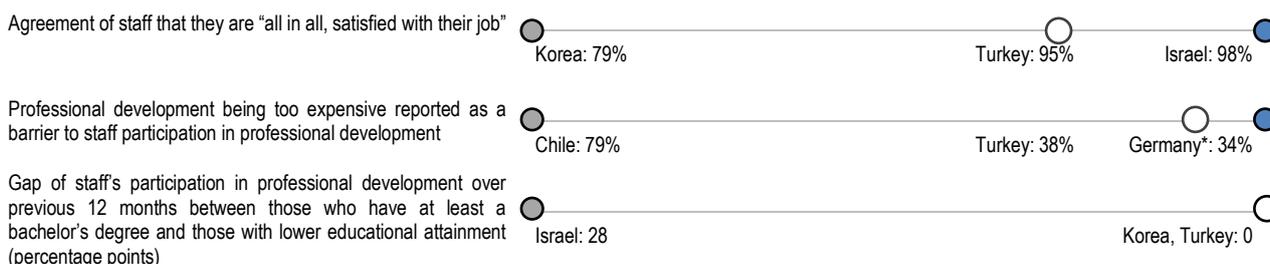
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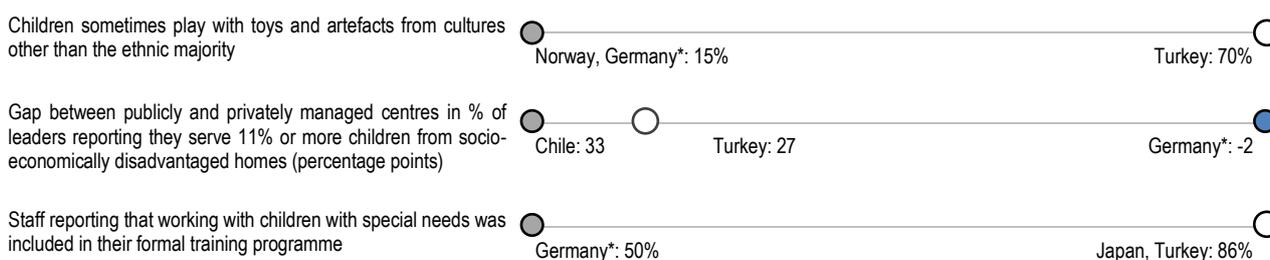
Promote practices that foster children's learning, development and well-being



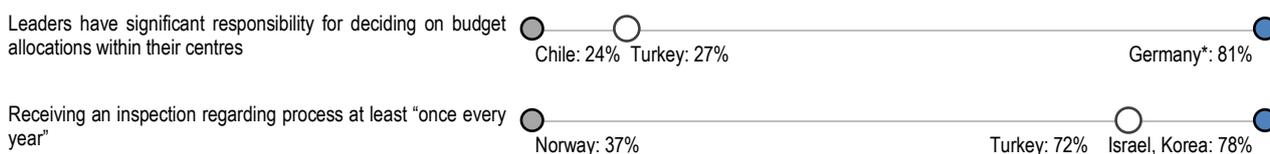
Attract and retain a high-quality workforce



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: **Investing in toys, learning materials, and outdoor facilities**

Top barrier to leaders' effectiveness in their centres, according to leaders: **Inadequate budget and resources**

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 Turkey

- Ensure that pre-service and in-service education and training programmes for staff offer opportunities for practical training and specifically to work with children.
- Review centre financial packages to ensure that buildings, facilities and material resources for children offer working conditions that attract and maintain a high-quality workforce in the sector.
- Engage in dialogue with staff and leaders to identify needs for high-quality professional development, particularly in working with children with special needs and addressing parent or guardian concerns.
- Rethink leadership in ECEC, providing more resources and support from local authorities or government to leaders in order to better address budget needs at the centre level.

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

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 Turkey, 1 605 staff members and 340 leaders in pre-primary education (ISCED level 02) settings completed the TALIS Starting Strong questionnaires.

TALIS Starting Strong covers the following ECEC settings in Turkey: preschools, kindergarten classrooms and practice classrooms.

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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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