

### Who will participate in the first cycle?

- ❖ 9 countries are participating in the main survey (Chile, Denmark, Germany, Iceland, Israel, Japan, Korea, Norway, Turkey) that evaluates staff and leaders working in "pre-primary education" (i.e. ISCED level 02), typically attending to children ages 3-5.
- ❖ Four of those countries (Denmark, Germany, Israel, and Norway) will also survey the staff and leaders working with children under the age of three in registered ECEC settings.
- ❖ Depending on the national or regional context, a probabilistic sample of at least 180 early childhood centres per country will be surveyed. Per centre, 8 staff members will be asked to participate in the main survey.

### Timeline for survey implementation

- ❖ 2016: developing and piloting survey instruments (October)
- ❖ 2017: field trial (May-June)
- ❖ 2018: main survey (first half of the year in Northern Hemisphere, second half of the year in Southern Hemisphere)
- ❖ 2019-2020: analysis and reporting

The OECD aims to provide valid, timely and comparable information to help countries and sub-national entities review and design policies to develop a high-quality ECEC system.

For further information, please contact the OECD TALIS Starting Strong Survey team, [startingstrongsurvey@oecd.org](mailto:startingstrongsurvey@oecd.org); Tel: +33 (0)1 45 24 92 65 and visit [www.oecd.org/edu/earlychildhood](http://www.oecd.org/edu/earlychildhood).

# Starting Strong

## OECD Starting Strong Teaching and Learning International Survey



Early childhood education and care (ECEC) settings lay the groundwork for children to develop cognitive and socio-emotional skills that are critical for future success in schools, the workplace and their well-being. But the benefits to children and society depend greatly on the quality of early childhood education and care, and making evidence-based policy decisions to improve quality is challenging.

Building upon existing evidence, the OECD is carrying out the first-ever Starting Strong Teaching and Learning International Survey in collaboration with nine participating countries in Asia, Europe, and Latin America. The survey will collect data on early childhood staff and centre leaders in early childhood settings and, in particular, on learning and well-being environments, in order to inform public policy decisions.

Traditionally, policies have focused on investments in structural quality such as: staff:child ratios, group size and staff qualifications. But research shows that the quality of early childhood environments – for instance, how staff and children interact with each other – are just as important for children’s development, learning and well-being. The survey will break new ground in that area.

### How will the starting strong survey help policy makers deliver quality early childhood and education care services?

**The survey provides early childhood staff and centre leaders with an opportunity to share insights** on their professional development; pedagogical beliefs and practices; and working conditions, as well as various other leadership, management and workplace issues.

In many OECD countries and economies, early childhood provision is complex and often fragmented. While structural system-level data – for example: quality regulations and expenditure – exist at the national or regional level, **policy makers do not have a clear grasp of what happens within the playroom or classroom.**

Collecting data on the quality of learning and well-being environments in early childhood settings will benefit policy makers twofold: it will **highlight differences between early childhood professional and pedagogical practices within and across countries and systems**, and it will **enrich the analysis of early childhood education and care policies’ impact** on children’s learning and well-being environments.

### Did you know?

Research indicates that high-quality early childhood education and care benefits children, parents and society at large in many ways, such as:

- laying the foundation for children’s lifelong learning
- tackling educational disadvantages
- alleviating child and family poverty
- promoting better work-life balance for parents.

### How will data contribute to identifying better policies and areas for improvement?

1. The survey seeks to identify **strengths of and improvement opportunities for early childhood learning and well-being environments across different countries and jurisdictions**, while identifying factors that are open to change.
2. The survey also builds on the OECD’s study of the teaching profession, the OECD Teaching and Learning International Survey (TALIS). This new survey will compare not only early childhood settings within and across countries, but also highlight points of commonality with, differences between and transition from early childhood to primary education. **Information gained from the data will inform and facilitate policy discussions** about staff’s working conditions, and enhance the overall quality of the workforce.
3. The survey is part of the OECD’s long-term strategy to develop early childhood education and care data, and will serve as the foundation for future **analyses of what works for young children.**

### Cross-country analysis of these data seeks to address the following questions:

- ❖ Who are the early childhood education and care staff in participating countries? What are their beliefs and motivations and how do these relate to working conditions and their self-efficacy (i.e. teachers’ beliefs in their ability to achieve the desired results in the playroom)? What can policy do to help attract, retain and develop qualified staff?
- ❖ What does quality look like in early childhood centres for children under the age of three? What are the qualifications and practices of staff that work in these centres and home-based settings, and how do they differ from services for older children?
- ❖ What is the definition of quality early childhood settings, and how do their structural characteristics link to staff’s beliefs, practices and interactions with colleagues and the children in their care?
- ❖ Do staff working with children from different social and cultural backgrounds report the same levels of quality (e.g. the quality of interactions between staff and children)? Does staff job satisfaction, working conditions and self-efficacy vary according to the composition of the children’s group?
- ❖ How do staff characteristics, training, practices and job satisfaction compare across pre-primary and primary education? What measures are in place to ensure a smooth transition across these education levels?