

FURTHER 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 centre leaders conducted in nine OECD countries. This note presents the findings from the second volume of results on TALIS Starting Strong 2018, *Building a High-quality Early Childhood Education and Care Workforce*.

Chile

Key findings

In Chile, 74% of ECEC staff completed a pre-service programme that prepared them specifically to work with children, and 45% of the staff with such an initial preparation acquired some practical pre-service experience.

Levels of participation in ongoing in-service training are high among teachers but less so among assistants. Compared to other countries, a moderate percentage of staff take part in centre-embedded models of professional development, such as coaching and mentoring.

Across training areas, levels of cumulative training are relatively high in Chile, with more than half of staff covering contents related to working with a diversity of children or pedagogy in both their pre-service and recent in-service training.

ECEC staff in Chile express a high level of satisfaction with their job (97%), but satisfaction with their salary is low (32%), in line with other countries.

Chile stands out as the country where the smallest percentage of staff report high levels of stress. By contrast, a relatively high percentage of staff (51%) report that they need more support from their ECEC centre leader.

A high percentage of ECEC centre leaders (84%) in Chile completed an initial preparation programme with a focus on pedagogical leadership. Staff who perceive their leaders as being strongly engaged in pedagogical leadership tend to feel more confident and engage more frequently in practices associated with quality interactions in ECEC settings.

A larger percentage of staff trained to work with a diversity of children works in a centre with a high rather than a low proportion of children from socio-economically disadvantaged homes (41% versus 30%). However, staff in centres with a shortage of material resources tend to report more stress due to this reason.

Highlights and policy implications for Chile

Staff education, training and skills development

Across countries participating in TALIS Starting Strong, neither pre-service education or training focused on working with children nor pre-service practical experience are universal among ECEC staff. In Chile, 74% of pre-primary staff completed a pre-service programme that prepared them specifically to work with children; among these, 45% of staff completed practical modules as part of their programmes, which is low compared to other countries. Nonetheless, practical training is more common among novice staff having joined the profession in recent years than among staff with more years of experience. As in most other countries, in Chile, pre-primary staff with a “practicum” covered more areas in their pre-service training than staff without such experience.

Across countries, fewer assistants than teachers had participated in recent in-service professional development activities. This difference by role is marked in Chile where, among staff with more than three years of work experience in ECEC, participation is more than 10 percentage points higher among teachers (89%) than among assistants (75%). Compared to other participating countries, centre-embedded models of in-service training are moderately developed, with, for instance, 40% of staff receiving coaching and 21% of staff participating in induction or mentoring activities in the 12 months prior the survey.

Collaborative professional practices provide important opportunities for informal learning, and in all countries ECEC staff who engage more in collaboration in their centres are also more likely to participate in training activities. Staff in Chile have intermediate levels of engagement in these practices, for instance with 41% of pre-primary staff providing feedback to other staff about their practice on a weekly or daily basis. In Chile, a one standard deviation increase in the staff scale of collaborative practices is associated with a 30% greater likelihood that staff participate in in-service training activities.

Across countries, ECEC staff are generally most confident about their ability to promote children’s socio-emotional development, but less so about working with children from diverse backgrounds or using digital technology to support children’s learning. In Chile, staff sense of self-efficacy is relatively high: for instance, 97% of staff feel that they can help children develop self-confidence “a lot” or “quite a bit”, and 55% of staff feel equally confident regarding the use of digital technologies. However, 63% of staff report a “high” level of need for further training in working with a diversity of children.

Both teachers and assistants in Chile covered a relatively high number of thematic areas in their recent in-service training activities. As in other countries, staff in Chile who covered more areas in both their pre-service and recent in-service training tend to report a stronger sense of self-efficacy for supporting child development and adapting more their practices to children’s needs and interests.

Across countries, cumulative training in a given area tends to be more strongly associated with indicators of quality interactions in ECEC settings than more sporadic training. Levels of cumulative training are relatively high in Chile across areas. For instance, 61% covered contents related to working with a diversity of children in both their pre-service and recent in-service training, and 53% did so for contents related to pedagogy. As in other countries, in Chile, training related to diversity is positively associated with staff making greater use of adaptive practices in their work with children.

Staff working conditions and well-being

Overall, across countries, ECEC staff express a high level of satisfaction with the profession and their current job. In Chile, 97% of staff “strongly agree” or “agree” that they are satisfied with their job. At the same time, satisfaction with salary is generally low (31%), in line with other countries. With regard to the way staff feel valued by others, which can be an important aspect of their well-being, 40% of the staff in Chile report feeling valued by society, an intermediate level compared to staff in other countries.

In most countries, retirement is the most likely reason to leave the role for young and older staff, suggesting that most staff expect to spend their entire career in the ECEC profession. In Chile, this is the case for 19% of staff, while a relatively large percentage of staff (16%) envisage a career in education outside the ECEC sector. Thinking of leaving the job for health-related issues, which may indicate possible risk of burnout, is reported by 13% of staff in Chile, an intermediate level when compared to other countries.

Staff working hours vary notably across countries, partly driven by the time that staff spend without direct contact with children on other job tasks at the ECEC centre. In Chile, full-time pre-primary staff spend on average 13 working hours per week outside their time with children, with some differentiation between teachers (14 hours) and assistants (10 hours), in line with other countries. And while, across countries, results indicate that workload from work outside hours spent with children is an important source of stress, in Chile this does not appear to be a major concern for staff.

In Chile, 51% of pre-primary staff “agree” or “strongly agree” that they need more support from their ECEC centre leader, a relatively high percentage compared to other countries.

Feelings of stress at work emerge from imbalances between job demands, resources to address these demands and rewards for effort. In Chile, “having too much administrative work”, “having too many children in their classroom/playgroup/group” and “a lack of resources” are the main sources of stress for pre-primary staff. In turn, the percentage of children from socio-economically disadvantaged homes adds to the demand related to the size of the group, while support from leaders is the most consistent buffer from stress. However, while feelings of stress remain a source of concern for the well-being of staff, as in all other countries participating in TALIS Starting Strong, Chile stands out as the only country where less than 20% of staff report high levels of stress for each of the major sources of stress identified by the survey.

Staff shortages can create tensions for both staff and leaders in multiple areas. In Chile, participation in professional development is the area where staff shortages are perceived as problematic by a larger share of both staff (29%) and leaders (21%). By contrast, relatively low percentages of both staff (13%) and leaders (13%) see staff shortages as an important source of stress, and only around 5% of centre leaders consider that shortages hinder their centre’s capacity to provide a quality environment for children substantially.

Leadership and management in ECEC centres

Across most countries participating in TALIS Starting Strong, administrative leadership accounts, on average, for about a third of leaders’ time in ECEC centres, as it does in Chile (32%). The allocation of leaders’ time to pedagogical tasks (25%), interactions with children (19%), and interactions with parents and families (13%) is also in line with results for other countries.

In most countries, centre leaders’ pedagogical leadership is positively associated with staff attitudes and indicators of quality interactions in ECEC settings. In Chile, a high percentage of ECEC centre leaders (84%) completed an initial preparation programme with a focus on pedagogical leadership. Pre-primary staff who perceive their leaders as being strongly engaged in pedagogical leadership, for instance by setting a clear vision for the centre or by ensuring that staff take responsibility for improving their practices, report a stronger sense of self-efficacy for supporting children’s development and are consistently more likely to report practices for facilitating children’s early literacy and numeracy, prosocial behaviour, and emotional development.

While across countries ECEC centre leaders are highly satisfied with their jobs overall, they tend to report relatively low satisfaction with their salaries. In Chile, more than 95% of leaders of pre-primary centres report being satisfied with their jobs and enjoying working in their ECEC centres, while only 54% declare being satisfied with their salary and 43% report being dissatisfied with the influence they have over choosing centre staff.

Findings from TALIS Starting Strong indicate that staff who perceive more opportunities for participating in decision making in their ECEC centres tend to engage more frequently in professional collaborative practices and to report higher levels of satisfaction with their job. In Chile, 76% of staff “agree” or “strongly agree” that their centre leader encourages all staff to have a say in important decisions, and 84% of staff “agree” or “strongly agree” that their ECEC centre leader encourages co-operation among staff to develop new ideas in their practices. While a majority of staff in Chile share these positive perceptions about their ECEC centre leadership, both percentages are relatively low compared to other countries.

Equity

In most countries participating in TALIS Starting Strong, staff training profiles respond to the socio-economic and cultural/linguistic composition of the populations of children in the ECEC settings. In Chile, the share of staff working in ECEC centres where more than 10% of the children come from socio-economically disadvantaged homes who received training for working with a diversity of children in both their pre-service and their recent in-service training is 41%, which is 11 percentage point higher than in centres with more advantaged children.

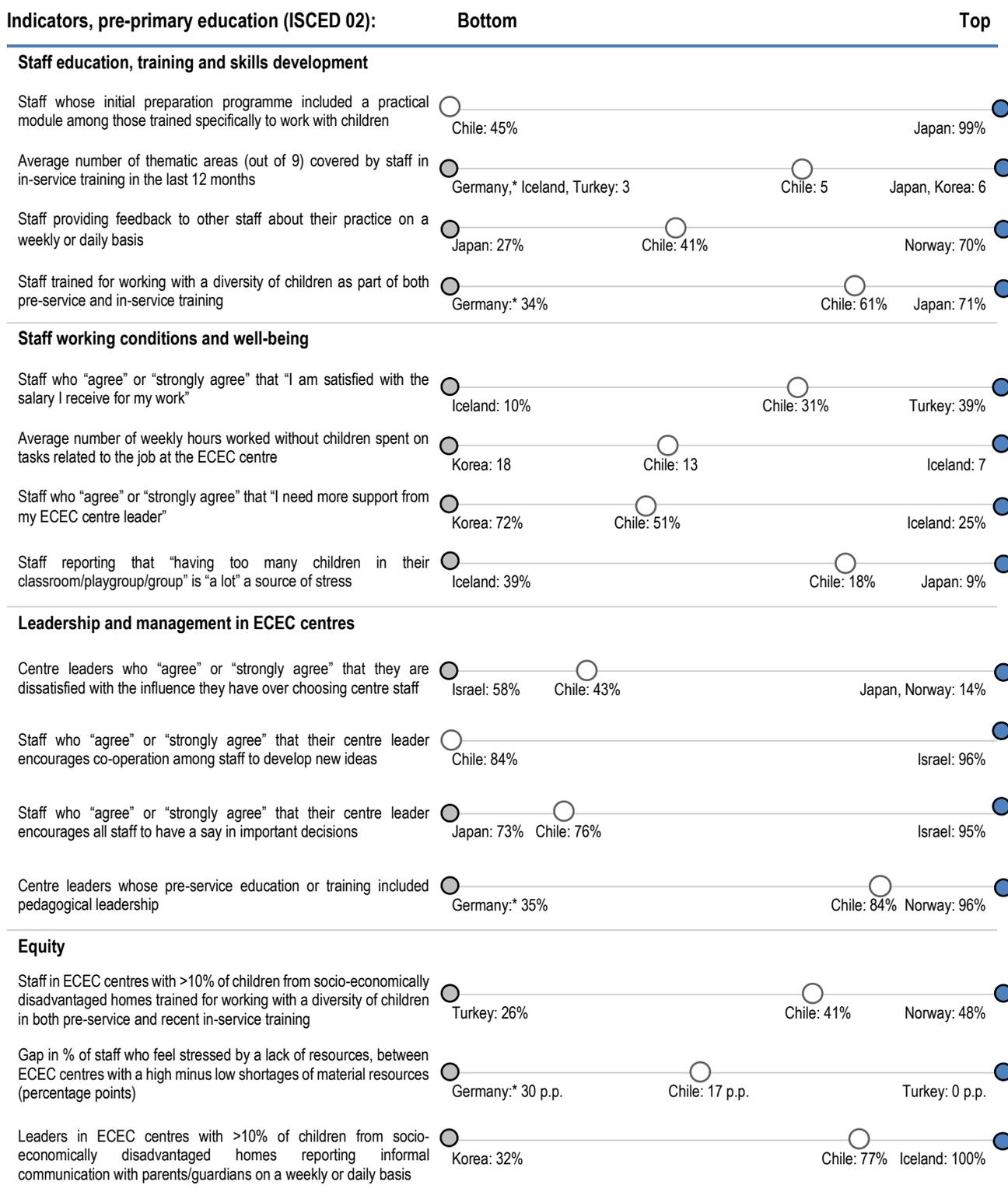
Across countries, differences between centres in terms of the composition of children or availability of resources are associated only to a limited extent with staff working conditions and well-being. However, Chile is one of the countries where centre leaders’ reports that a shortage of material resources hinder the ability of their centre to provide a quality environment for children are reflected in a larger percentage of staff (17 percentage points) feeling stressed by a lack of resources, compared to better resourced centres.

Engagement with families and communities is another dimension of quality interactions in ECEC settings with a strong equity dimension. In Chile, a relatively high percentage of leaders (77%) of ECEC centres with more than 10% of children from socio-economically disadvantaged homes report that informal communication with parents or guardians takes place on a “weekly” or “daily” basis.

Policy pointers for Chile

- Adopt high standards for ECEC initial preparation programmes for all staff, and build on their comprehensive curricula to design in-service training activities that enable targeted skills upgrading.
- Expand opportunities for staff to engage in informal collaborative learning and reorient the provision of training towards centre-embedded models.
- Raise the status and reward of the profession by ensuring that staff’s salaries are aligned with their responsibilities and by better defining pathways for career progression in the ECEC sector.
- Set the conditions for more supportive working environments in ECEC centres.
- Support the development of distributed leadership structures in ECEC centres, without creating a burden on staff.
- Support the professional learning of centre leaders by investing in new models of leadership development and facilitating continuous professional development.
- Target enhancements in working conditions in ECEC centres with more vulnerable and diverse populations of children.

How does Chile compare?



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

Source: OECD (2019), TALIS Starting Strong 2018 Database.

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

TALIS Starting Strong is an international, large-scale survey of staff and centre leaders in early childhood education and care (ECEC). TALIS Starting Strong uses questionnaires administered to staff and centre leaders to gather data. Its main goal is to generate robust international information relevant to developing and implementing policies focused on ECEC staff and centre 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 centre 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 3-5. 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 and second volumes of results and this country note.

The survey aims to obtain a representative sample in each participating country of staff and centre leaders for each level of ECEC in which the country participated. In Chile, 1 349 staff members and 228 leaders in pre-primary education (ISCED Level 02) completed the TALIS Starting Strong questionnaires.

TALIS Starting Strong data analysed in the first and second international reports cover the following ECEC settings in Chile: Public kindergarten (Local Service Public Education, Municipal Departments and Municipal Corporations), JUNJI kindergarten, Integra Kindergarten, JUNJI VTF Kindergarten, Integra CAD Kindergarten, private kindergarten and public, co-financed and private preschools and schools.

In TALIS Starting Strong, the term “staff” refers to the population of teachers, assistants, staff for individual children, staff for special tasks and interns. The term “leader” refers to person who was identified as having the most responsibility for administrative, managerial and/or pedagogical leadership in their ECEC centres.

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References

OECD (2020), *Building a High-quality Early Childhood Education and Care Workforce: Further Results from the Starting Strong Survey 2018*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/b90bba3d-en>.

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>.

OECD (2019), TALIS Starting Strong 2018 Database, www.oecd.org/education/school/oecdstartingstrongdata.htm

For more information on TALIS Starting Strong 2018 visit: 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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