

## 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*.

## Israel

## Key findings

At the pre-primary level, levels of participation in recent in-service training are much higher among teachers (96%) than among assistants (66%). Among teachers, participation in centre-embedded training activities, especially in coaching and mentoring, is the highest across participating countries.

Moderate shares of staff in Israel received training for working with a diversity of children in both their pre-service and recent in-service training at the pre-primary level (49%) and in centres for children under age 3 (38%), but such training has a strong association with staff's use of adaptive practices with children.

Compared to other countries, ECEC staff in Israel are highly satisfied with their job, feel valued by society and are not strongly dissatisfied by their salary.

The main sources of stress for ECEC staff are "having too many children in their classroom/playgroup/group" for pre-primary staff and "a lack of resources" for staff in centres for children under age 3. Relatively high percentages of leaders in ECEC centres for children under age 3 (57%) perceive staff shortages as a major source of stress.

At both levels of education, more than nine out of ten centre leaders report being satisfied with their jobs and enjoying working in their ECEC centres, but less than four in ten declare being satisfied with their salary. A relatively large share of pre-primary leaders report being dissatisfied with the influence they have over choosing centre staff.

Across countries, ECEC centres generally provide opportunities for staff to participate in decision making, but particularly so in Israel, where more than nine out ten staff at both levels of education "agree" or "strongly agree" that their centre leaders encourage all staff to have a say in important decisions in their centres.

A larger share of staff have training profiles suited for working with a diversity of children in more than in less challenging ECEC centres, both at the pre-primary level (40% versus 28%) and in centres for children under age 3 (30% versus 18%). At the same time, pre-primary staff in centres with a larger diversity of children spend a smaller percentage of their time working with children and report needing more support from leaders.

## Highlights and policy implications for Israel

### *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 Israel, 77% of pre-primary staff and 71% of staff in centres for children under age 3 completed a pre-service programme that prepared them specifically to work with children; among these staff, 74% of staff at the pre-primary level and 71% in centres for children under age 3 completed practical modules as part of their programmes. As in most other countries, pre-primary staff in Israel with a “practicum” covered more areas in their pre-service training than staff without such experience.

Across countries, fewer assistants than teachers participated in recent in-service professional development activities. This difference by role is particularly marked in Israel, where at the pre-primary level, participation is very high among teachers (96%) but quite modest among assistants (66%). Compared to the other participating countries, teachers in Israel, at both levels of education, report high levels of participation in centre-embedded training activities, especially in coaching and mentoring arrangements.

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. Compared to the other participating countries, staff in Israel have intermediate levels of engagement in these practices, for instance, 46% of pre-primary staff and 47% of staff in centres for children under age 3 provide feedback to other staff about their practice on a weekly or daily basis.

As in other countries, ECEC staff in Israel are most confident about their ability to promote children’s socio-emotional development, but less so about working with children from diverse backgrounds or about using digital technology to support children’s learning. Israel stands out as the only country where novice teachers are significantly more confident than their more experienced peers regarding the use of technology.

At both the pre-primary level and in centres for children under age 3, staff in Israel covered a relatively high number of thematic areas in their recent in-service training activities. Across countries, staff 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 to adapt their practices more to children’s needs and interests. In Israel, these associations hold true for staff at both levels of education, while being one of the three countries where the thematic breadth of pre-service training is also positively associated with staff practices for behavioural support to children.

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. Compared to other countries, in Israel, moderate shares of staff covered contents related to working with a diversity of children in both their pre-service and recent in-service training at the pre-primary level (49%) and in centres for children under age 3 (38%). However, at both levels, the strength of the association with staff’s use of adaptive practices with children is the highest among all countries.

### *Staff working conditions and well-being*

Overall, staff in all of the participating countries in TALIS Starting Strong show a high level of satisfaction with the profession and their current job. In Israel, the share of staff who “strongly agree” or “agree” that they are satisfied with their job is 98% at the pre-primary level and 96% in centres for children under age 3. And while in all countries satisfaction with salary is generally low, it is relatively high in Israel among pre-primary staff (33%) – highest among more educated staff (38%) at that level – but low among staff in centres for children under age 3 (16%) – and lowest among more educated staff (8%) at that level.

The way staff feel valued by others can be an important aspect of their well-being. Compared to other countries, at the pre-primary level, this perception is the highest in Israel, with 75% of staff feeling valued by society. It is also relatively high among staff in centres for children under age 3 (56%).

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 Israel, this is the case for 37% of pre-primary staff and 24% of staff in centres for children under age 3; at both levels, a relatively large percentage of staff envisage instead a career in education outside of the ECEC sector (20% at the pre-primary level and 11% in centres for children under age 3). Compared to other countries, the percentage of staff thinking of leaving the job for health-related issues, which may indicate possible risk of burnout, is the lowest in Israel, below 5% of staff at each level of education.

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 Israel, full-time pre-primary staff spend on average 10 working hours per week outside their time with children, with some differentiation between teachers (11 hours) and assistants (9 hours), in line with other countries. Results from TALIS Starting Strong indicate that workload stress coming from work outside hours spent with children is an important source of stress in many countries: this holds true in Israel at the pre-primary level, but not in centres for children under age 3, despite staff at this level spending on average nine working hours per week without children, more than in other countries.

In Israel, 31% of pre-primary staff “agree” or “strongly agree” that they need more support from their ECEC centre leader, a relatively low percentage compared to other countries. Among staff in centres for children under age 3, however, 48% of staff report this need, the highest among participating countries.

Feelings of stress at work emerge from imbalances between job demands, resources to address these demands and rewards for effort. In Israel, “having too many children in their classroom/playgroup/group” is the main source of stress for pre-primary staff and “a lack of resources” for staff in centres for children under age 3. For staff in Israel, 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, at both levels of education.

Staff shortages create tensions for both staff and leaders in multiple areas. In Israel, relatively high percentages of leaders in ECEC centres for children under age 3 perceive staff shortages as a major source of stress (57%), and indicate that staff shortages hinder their centre’s capacity to provide a quality environment for children (32%). At the pre-primary level, staff shortages are perceived as problematic by a smaller proportion of staff and leaders.

### ***Leadership and management in ECEC centres***

Across most countries participating in TALIS Starting Strong, administrative leadership accounts, on average, for at least 30% of leaders’ time in ECEC centres. This is not the case in Israel at the pre-primary level, where centre leaders take on considerable responsibilities working directly with children in a pedagogical role (55% of leaders’ working time) and relatively little time on administration (14% of their time). In Israel, the initial preparation of 75% of pre-primary centre leaders and 85% of leaders of centres for children under age 3 covered topics on pedagogical leadership, and Israel is one of the two countries where, at the pre-primary level, such training is associated with leaders’ actual engagement in pedagogical tasks.

In most countries, centre leaders’ pedagogical leadership is positively associated with staff attitudes and indicators of quality interactions in ECEC settings. In Israel, a positive association is also observed between leaders’ engagement in pedagogical leadership tasks and staff’s actual reported practices with children at the centre level at both levels of education, and with staff’s sense of self-efficacy for supporting children’s development in centres for children under age 3.

While across countries ECEC centre leaders are highly satisfied with their jobs overall, they tend to report relatively low satisfaction with their salaries. In Israel, at both levels of education, more than nine out of ten leaders report being satisfied with their jobs and enjoying working in their ECEC centres, but less than four in ten declare being satisfied with their salary. At the pre-primary level, 58% of centre leaders in Israel agree that

they are dissatisfied with the influence they have over choosing centre staff, the highest among participating countries.

Both centre leaders and staff reports suggest that, across countries, ECEC centres generally provide opportunities for staff to participate in decision making. This is particularly the case in Israel, where 95% of pre-primary staff and 93% of staff in centres for children under age 3 “agree” or “strongly agree” that their centre leader encourages all staff to have a say in important decisions. Compared to other countries, staff perceptions of the extent to which their centre leader encourages co-operation among staff to develop new ideas in their practices are also the most positive in Israel, being shared by 68% of pre-primary staff and 63% of staff in centres for children under age 3. Across countries, staff who perceive more opportunities for participating in centre decisions tend to engage more frequently in professional collaborative practices and to report higher levels of job satisfaction.

### *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 Israel, the share of staff trained for working with a diversity of children in both their pre-service and recent in-service training is 12 percentage points greater in ECEC centres where more than 10% of children come from socio-economically disadvantaged homes than in centres with more advantaged children, both at the pre-primary level (40% versus 28%) and in centres for children under age 3 (30% versus 18%).

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. In Israel, compared to staff working in less diverse centres, pre-primary staff in centres with a larger share of children from socio-economically disadvantaged homes spend a smaller percentage of their time working with children and report needing more support from leaders and being more stressed by a lack of resources. In centres for children under age 3, staff report a need for more support from leaders in centres with more limited resources.

In Israel, staff in centres for children under age 3 with a higher share of children from socio-economically disadvantaged homes are more likely to “strongly agree” that their centre leader ensures that staff feel responsible for the children’s development, well-being and learning. However, leaders of both pre-primary centres and centres for children under age 3 report lower informal communication with parents when their centres have lower levels of human resources.

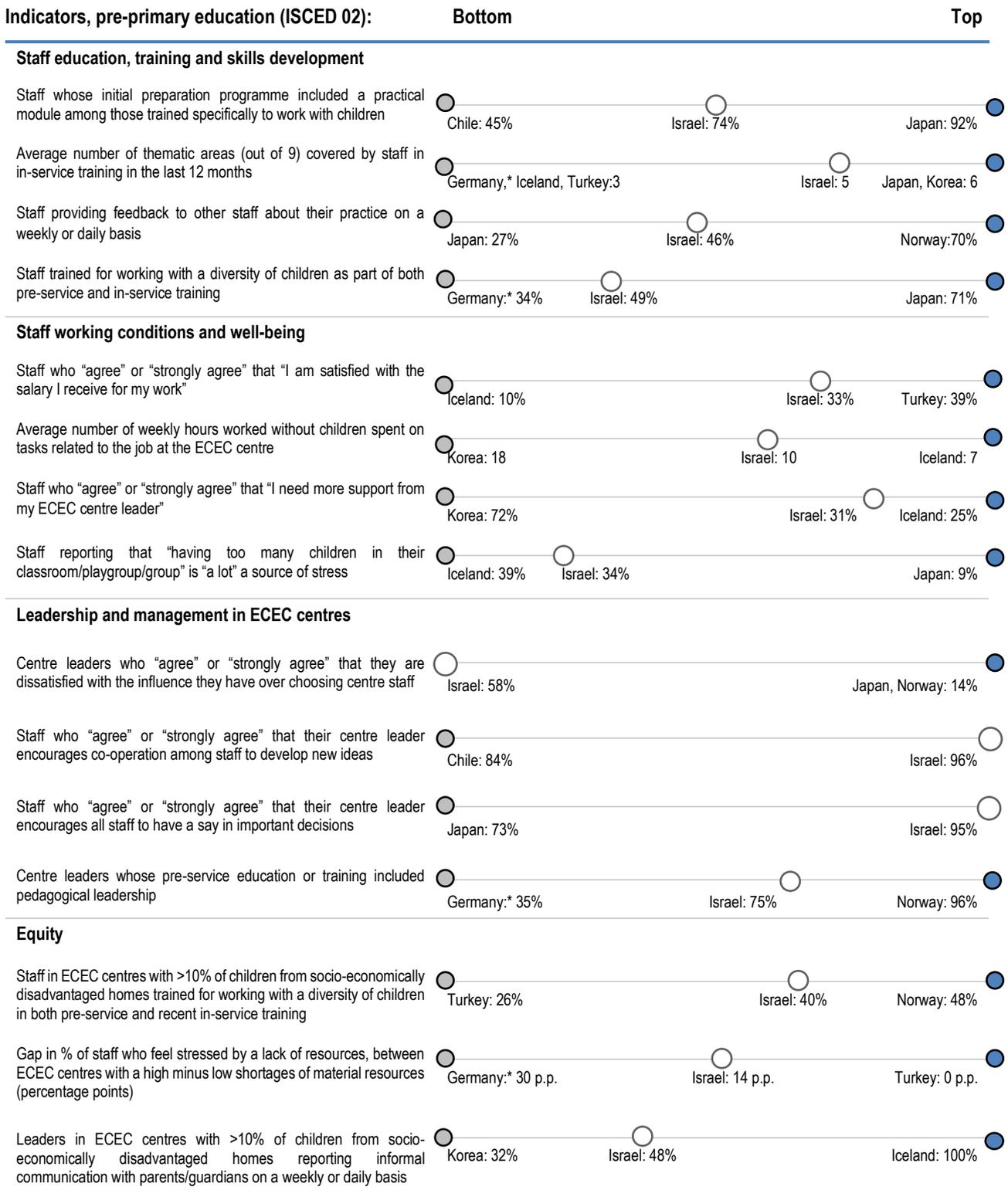
### **Policy pointers for Israel<sup>1</sup>**

- 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.
- Strengthen support for participation in professional development for staff in all roles, building on relatively mature centre-embedded models of training, and expand opportunities for informal learning.
- Ensure that staff benefit from a balanced set of working conditions and that unfavourable working conditions do not accumulate on some ECEC staff.
- Support centre leaders in fulfilling their multiple functions, by providing them with the necessary resources and quality working conditions, as well as support from staff.
- Target enhancements in working conditions for staff in ECEC centres who serve more vulnerable and diverse populations of children.

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<sup>1</sup> Policy pointers apply to both pre-primary centres and centres for children under age 3.

## How does Israel 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 Israel?

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 Israel, 1 987 staff members and 416 leaders in pre-primary education (ISCED Level 02) centres and 1 113 staff and 226 leaders in centres for children under age 3 completed the TALIS Starting Strong questionnaires.

TALIS Starting Strong data analysed in the first and second international reports cover the following ECEC settings in Israel: publicly managed (formal) kindergartens and privately managed (unofficial) kindergartens for children aged 3-5, and day-care centres for children aged 0-2. Data from ultra-orthodox kindergartens (ISCED Level 02), which are part of privately managed (unofficial) kindergartens, are not analysed in this report.

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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 (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](http://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](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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