

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*.

Turkey

Key findings

In Turkey, 72% of pre-primary staff completed a pre-service programme that prepared them specifically to work with children; among these staff, 75% completed practical modules as part of their programmes. As in most other countries, pre-primary staff with a “practicum” covered more thematic areas in Turkey in their pre-service training than staff without such experience.

The breadth of in-service training topics and centre-embedded models of in-service training are limited in Turkey compared to other countries. For instance, just 28% of staff participated in peer and/or self-observation and coaching in the 12 months prior the survey.

Across countries, satisfaction with salaries is generally low. In Turkey, 39% of staff are satisfied with their salaries, which is the highest across all participating countries. However, more educated staff are significantly less satisfied with their salaries than staff with lower educational attainment.

Compared to other countries, staff in Turkey more often envisage career changes within education and ECEC specifically, with 15% saying the most likely reason to leave their current role is to become an ECEC centre leader.

Engagement between ECEC centres and the local neighbourhood is stronger in Turkey than in other countries, with 69% of centre leaders saying this takes place “quite a bit” or “a lot”. However, only 56% of centre leaders, less than in any other country, report informal communication with parents or guardians takes place at the centre on a weekly or more frequent basis.

A comparatively large share of centre leaders in Turkey (83%) report needing more support from their local, municipality/regional, state or national/federal authorities.

Among participating countries, Turkey has the lowest percentage of staff (26%) who received training to work with a diversity of children in both their pre-service and recent in-service training.

Highlights and policy implications for Turkey

Staff education, training and skills development

Across countries 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 Turkey, 72% of pre-primary staff completed a pre-service programme that prepared them specifically to work with children; among them, 75% completed practical modules as part of their programmes. As in most other countries, pre-primary staff with a “practicum” covered more areas in Turkey in their pre-service training than staff without such experience.

Compared to other participating countries, centre-embedded models of in-service training are relatively low, with, for instance, 28% of staff participating in peer and/or self-observation and coaching and 25% 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 engagement in these practices in Turkey is mixed compared to other participating countries. For instance, a comparatively high share of pre-primary staff (59%) provide feedback to other staff about their practice on a weekly or daily basis; however, engaging in joint activities across different groups of children, including age groups, on a daily or weekly basis is less common in Turkey than in some other countries.

As in other countries, ECEC staff in Turkey are 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. While it is reasonable to expect that the integration of digital tools into initial preparation programmes has increased in recent years, novice teachers in Turkey are not more confident than their more experienced peers with regard to using digital technology.

Initial preparation programmes are comprehensive in all of the countries, but staff in Turkey covered a relatively low 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.

Cumulative training in a given area also tends to be more strongly associated with indicators of quality interactions in ECEC settings than more sporadic training. Compared to other countries, in Turkey, 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 (44%).

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. This is true in Turkey as well, where 95% of staff “agree” or “strongly agree” that they are satisfied with their job. And while in all countries satisfaction with the salary is generally low, it is the highest in Turkey (39%), although more educated staff are significantly less satisfied with their salaries than staff with lower educational attainment.

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 moderate in Turkey, with 50% of staff feeling valued by society.

In most countries, retirement is the most likely reason to leave the role for young and older staff and this is the case for 40% of pre-primary staff in Turkey. This suggests that many staff expect to spend their entire career in the ECEC profession. Compared to other countries, staff in Turkey more often envisage career changes within education and ECEC specifically, with 15% saying the most likely reason to leave their current role is to become an ECEC centre leader. At 11%, the share of staff thinking of leaving the job for health-related issues, which may indicate possible risk of burnout, is moderate in Turkey compared with other countries, but nonetheless among the top reasons for leaving the ECEC role.

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 Turkey, full-time pre-primary staff spend on average eight working hours per week outside their time with children, which is less than in several other countries.

Feelings of stress at work emerge from imbalances between job demands, resources to address these demands and rewards for effort. 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 is the case in Turkey, where stress from administrative work, in particular, is linked to hours worked outside time spent with children.

Support from leaders is a job resource that can balance some aspects of workload stress. In Turkey, support from leaders is associated with less stress related to administrative work. Yet, 45% of pre-primary staff in Turkey “agree” or “strongly agree” that they need more support from their ECEC centre leader, a relatively high percentage compared to other countries.

Staff shortages create tensions for both staff and leaders in multiple areas. In Turkey, a lack of resources (e.g. financial, material, staff) is the main source of stress for pre-primary staff. With 21% of staff reporting this is “a lot” a source of stress, staff in Turkey tend to report only moderate levels of stress compared to staff in other participating countries.

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 true in Turkey, where centre leaders divide their remaining time fairly equally across pedagogical leadership, interactions with children and interactions with parents/guardians. Centre leaders in Turkey report low levels of stress related to administrative tasks compared with other countries and staff in Turkey report high levels of agreement that their leaders manage performance effectively and take responsibility for improving practices. Engagement between ECEC centres and the local neighbourhood is stronger in Turkey than in other countries, with 69% of centre leaders saying this takes place “quite a bit” or “a lot”. However, only 56% of leaders, less than in any other country, report informal communication with parents or guardians takes place at the centre on a weekly or more frequent basis.

In most countries, centre leaders’ pedagogical leadership is positively associated with staff attitudes and indicators of quality interactions in ECEC settings. In Turkey, 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 and with staff’s sense of self-efficacy for supporting children’s 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 Turkey, a comparatively large share of leaders, 51%, report being satisfied with their salary. However, a comparatively large share of centre leaders in Turkey, 83%, also report needing more support from their local, municipality/regional, state or national/federal authorities. In addition, leaders in Turkey have the lowest levels of participation (34%) among participating countries in formal peer and/or self-observation and coaching arrangements as part of their in-service training in the 12 months prior to the survey.

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 Turkey, where 90% of pre-primary staff “agree” or “strongly agree” that their centre leader encourages all staff to have a say in important decisions. 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

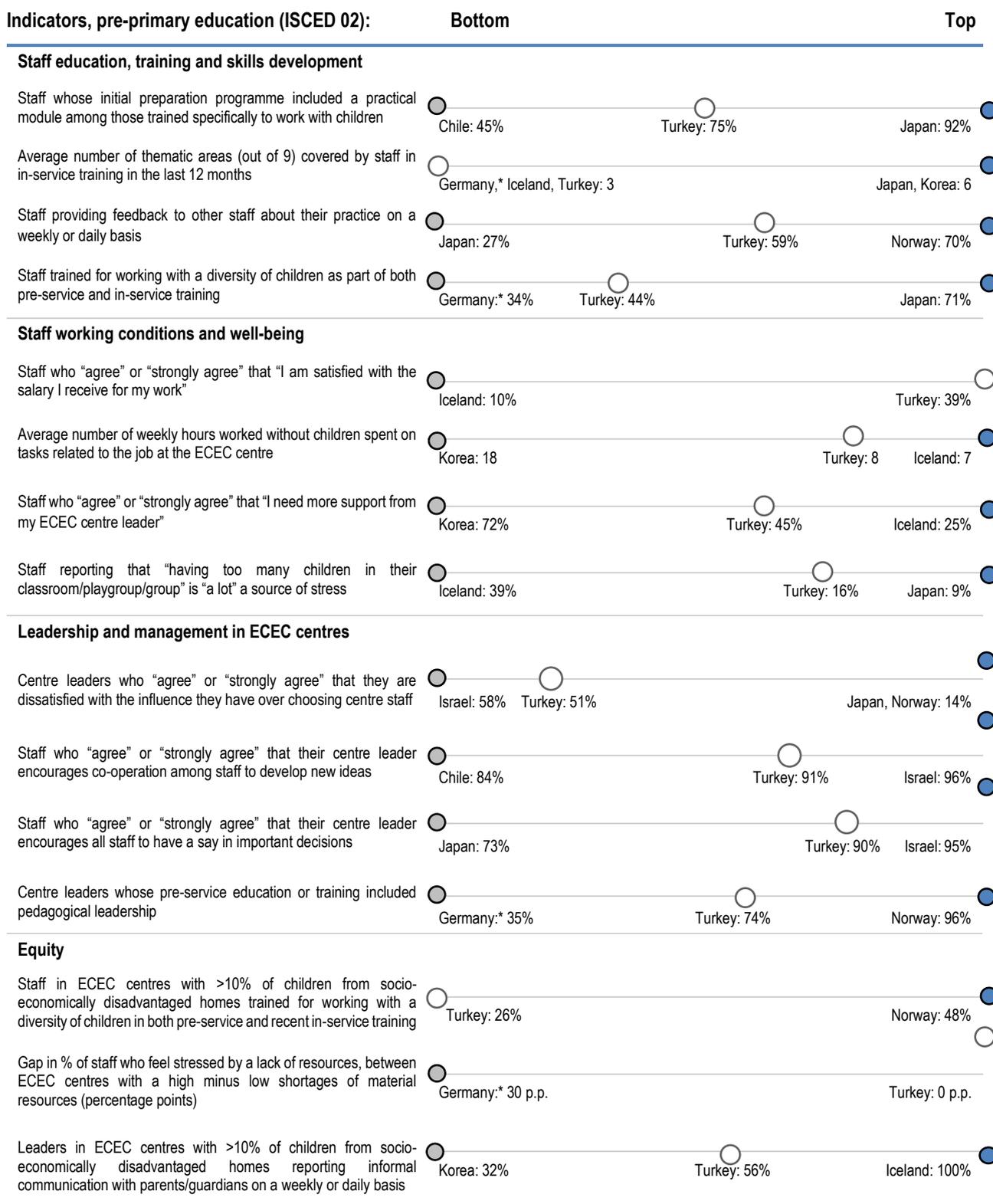
In most countries participating in TALIS Starting Strong, staff training profiles respond to the socio-economic and cultural/linguistic composition of the populations of children in the ECEC settings. Among participating countries, Turkey has the lowest percentage of staff (26%) who received training to work with a diversity of children in both their pre-service and recent in-service training. In addition, the share of staff trained for working with a diversity of children in both their pre-service and recent in-service training is 3 percentage points lower in ECEC centres where more than 10% of children come from socio-economically disadvantaged homes than in centres with more advantaged children. In all other participating countries with available data, this difference in staff training favours centres with a greater share of socio-economically disadvantaged 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 working conditions. In Turkey, this is also the case: there are no differences in staff reports of their satisfaction with their salary related to the share of children from socio-economically disadvantaged homes in the centre. And, staff in centres with a larger share of children from socio-economically disadvantaged homes report less stress from a lack of resources.

Policy pointers for Turkey

- Set conditions and raise support for staff participation in professional development, spanning across initial preparation programmes, in-service training and collaborative practices that create opportunities for informal learning.
- Improve the alignment of professional development across career stages by better assessing staff needs, barriers for participation and the quality of training activities, as well as helping staff to develop specific skills in settings where they are needed the most.
- 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.
- Support the professional learning of centre leaders by investing in new models of leadership development and facilitating continuous professional development.
- Target enhancements in staff professional development and working conditions in ECEC centres with more vulnerable and diverse populations of children.

How does Turkey 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 Turkey?

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

TALIS Starting Strong data analysed in the first and second international reports cover the following ECEC settings in Turkey: preschools, kindergarten classrooms and practice classrooms.

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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/oecdalisstartingstrongdata.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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