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Organisation for Economic Co-operation and Development (OECD)
International ECEC Staff Survey 2018

Staff Questionnaire

<ISCED 2011 Level 02>

Main Survey Version

<International English, UK Spelling>

<National Project Information>

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and

Germany

RAND Europe, United Kingdom

Statistics Canada, Canada

About the OECD International ECEC Staff Survey 2018

The first OECD International ECEC Staff Survey 2018 is an international Early Childhood Education and Care (ECEC) staff survey that offers the opportunity for <ECEC centre leaders and staff> to provide input into ECEC analysis and policy development. The OECD International ECEC Staff Survey 2018 is being conducted by the Organisation for Economic Co-operation and Development (OECD). <Country of survey>, along with eight other countries, is taking part in the survey.

Cross-country analysis of these data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. <ECEC centre leaders and staff> will provide information about issues such as the ECEC learning and well-being environments in which they work; the professional development they have received; their pedagogical beliefs and practices; and various other leadership, management and workplace issues.

In the OECD International ECEC Staff Survey 2018, it is our intention to draw a picture of the different ECEC environments and practices at the <ISCED 2011 Level 02> in all the participating countries. Countries and individuals may differ in their ECEC approaches. We rely on your expertise to describe us your work and opinion as accurately as possible.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the type of <ECEC centre> within a country, you are guaranteed that neither you, this <ECEC centre>, nor any centre personnel will be identified in any report of the results of the study. <Participation in this survey is voluntary and any individual may withdraw at any time.>

About the Questionnaire

- <In this questionnaire 'ECEC staff' refers to: insert national definition of 'ECEC staff'>.
- <In this questionnaire 'ECEC centre leader' refers to: insert national definition of 'ECEC centre leader'>.
- <When questions refer to 'this ECEC centre' we mean by 'centre': national ECEC centre definition>.
- This questionnaire should take approximately <45> minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please <National Return Procedures and Date>.
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: <National centre contact information, phone number and preferably e-mail address>

Thank you very much for your participation!

Your Background Information

These questions are about you, your education and the time you have spent working with children (children in <ISCED 2011 Level 0>). In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male?

S010D01

Please mark one choice.

₁ Female

₂ Male

2. How old are you?

S020D01

Please write a number.

Years

3. In what country were you born?

S031D01

Please mark one choice.

₁ <Country of survey>

₂ <Country B>

₃ <Country C>

₄ <Country D>

₅ <...>

₆ Other

4. What is your employment status as an <ECEC staff> at this <ECEC centre>?

S040D01

Employment status refers to the type of <contract agreement> you have to work in this <ECEC centre>.

Please mark one choice.

₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)

₂ Fixed-term <contract> for a period of more than 1 year

₃ Fixed-term <contract> for a period of 1 year or less

₄ Self-employed

5. What is your current employment status as an <ECEC staff>, in terms of working hours? S050D01

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

6. How many years of work experience do you have, regardless of whether you worked full-time or part-time?

Do not include any extended periods of leave such as maternity/paternity leave.

Please write a number in each row. Write 0 (zero) if none.

Please round up to whole years.

- a) Year(s) working as an <ECEC staff> at this <ECEC centre> S070D01
- b) Year(s) working as an <ECEC staff> in total S070D02
- c) Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a child minder, as a tutor, or as a teacher in a primary or secondary school, a <college> or university, but do not include years working as an <ECEC staff>) S070D03
- d) Year(s) working in other jobs not related to providing direct educational/pedagogical support or care for children S070D05

7. Do you currently work as an <ECEC staff> at more than one <ECEC centre>? S080D01

Please mark one choice.

- ₁ Yes
- ₂ No → Please go to Question [9].

8. If 'Yes' in the previous question, please indicate at how many other <ECEC centres> you currently work as an <ECEC staff>. S090D01

Please write a number.

<ECEC centre(s)>

9. What is the highest level of formal education you have completed?

S100D01

Please mark one choice.

- ₁ <ISCED 2011 Level 1>
- ₂ <ISCED 2011 Level 2>
- ₃ <ISCED 2011 Level 3>
- ₄ <ISCED 2011 Level 4>
- ₅ <ISCED 2011 Level 5>
- ₆ <ISCED 2011 Level 64>
- ₇ <ISCED 2011 Level 65>
- ₈ <ISCED 2011 Level 66>
- ₉ <ISCED 2011 Level 7>
- ₁₀ <ISCED 2011 Level 8>

10. Have you completed an <education or training> programme that prepared you to work with children?

S101D01

An <education or training> programme' refers to any <ISCED 2011 Level> programme or stages of learning and/or professional development represented by a structured or certified programme. <This education does not need to be exclusively related to education and qualification to work with children.>

Please mark one choice.

- ₁ Yes
- ₂ No → Please go to Question [13].

11. How would you describe the <education or training> programme that prepared you to work with children?

Please mark one choice in each row.

	Yes	No	
a) A <ISCED 2011 Level 2 or Level 3> programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S120D01
b) A <ISCED 2011 Level 4> programme or higher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S120D11
c) A two-year programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S120D05
d) A programme with practical training	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S120D08
e) A programme delivered online or remotely	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S120D10
f) A programme delivered in-person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S120D12

12. Were the following elements included in your formal <education or training> programme?

Please mark one choice in each row.

	Yes	No	
a) Content related to child development (e.g., socio-emotional, motor, cognitive or self-regulation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D02
b) Content related to child health or personal care (e.g. hygiene)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D04
c) Facilitating play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D13
d) Facilitating creativity and problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D18
e) Facilitating children's transitions from <ISCED 2011 Level 0> to <ISCED 2011 Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D26
f) Working with parents or guardians/families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D29
g) Learning theories (e.g. socio-cultural, behavioural, cognitive, constructivist) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D05
h) Facilitating learning in literacy and oral language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D08
i) Facilitating learning in mathematics/numeracy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D09
j) Facilitating learning in science and technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D10
k) Facilitating learning in arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D12
l) Working with children with special needs.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D17
m) <Classroom/playgroup/group> management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D20
n) Monitoring/documenting child development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D23
o) Working with children from diverse backgrounds (e.g. multicultural, economically disadvantaged, religious)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D32
p) Working with <dual/second language learners>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S160D16

Your Professional Development

In this section, 'professional development' is defined as activities that are designed to develop an individual's skills, knowledge and expertise as an <ECEC staff> (or more generally, as a professional). These activities are formal and could refer to different activities such as courses and workshops, but also to a formalised <ECEC staff> collaboration and participation in professional networks.

Please only consider professional development activities you have taken after your pre-service or initial <education or training>.

13. During the last 12 months, did you participate in any of the following professional development activities?

Please mark one choice in each row.

	Yes	No	
a) Courses/seminars attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D01
b) Online courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D02
c) Conferences where <ECEC staff> and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D03
d) Qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D04
e) Observation visits to other <ECEC centres>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D05
f) Peer and/or self-observation and coaching as part of a formal arrangement ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D14
g) On-site coaching by an external person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D06
h) Participation in a network of professionals working with children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D08
i) Induction or mentoring activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D12
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S230D13

If you answered 'No' to all of the above → Please go to Question [16].

14. Were any of the topics listed below included in your professional development activities during the last 12 months?

Please mark one choice in each row.

	Yes	No	
a) Content related to child development (e.g., socio-emotional, motor, cognitive or self-regulation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D01
b) Content related to child health or personal care (e.g. hygiene)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D11
c) Facilitating play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D12
d) Facilitating creativity and problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D17
e) Facilitating children's transitions from <ISCED 2011 Level 0> to <ISCED 2011 Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D27
f) Working with parents or guardians/families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D08
g) Learning theories (e.g. socio-cultural, behavioural, cognitive, constructivist) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D02
h) Facilitating learning in literacy and oral language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D03
i) Facilitating learning in mathematics/numeracy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D04
j) Facilitating learning in science and technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D05
k) Facilitating learning in arts.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D06
l) Working with children with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D09
m) <Classroom/playgroup/group> management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D14
n) Monitoring/documenting child development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D13
o) Working with children from diverse backgrounds (e.g. multicultural, economically disadvantaged, religious)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D33
p) Working with <dual/second language learners>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S240D22

15. For the professional development in which you participated during the last 12 months, did you receive any of the following?

Please mark one choice in each row.

	Yes	No	
a) Release from working with children for activities during regular working hours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D08
b) Non-monetary support for activities outside working hours (e.g. reduced contact time with children, days off, study leave)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D01
c) Reimbursement or payments of costs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D02
d) Materials needed for the activities.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D03
e) Monetary supplements for activities outside working hours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D04
f) Non-monetary rewards (e.g. <classroom/playgroup/group> resources/materials, book vouchers, software/apps)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D05
g) Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D06
h) Increased salary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	S260D07

16. For each of the areas listed below, please indicate the extent to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need	
a) Content related to child development (e.g., socio-emotional, motor, cognitive or self-regulation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D01
b) Content related to child health or personal care (e.g. hygiene)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D11
c) Facilitating play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D12
d) Facilitating creativity and problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D17
e) Facilitating children's transitions from <ISCED 2011 Level 0> to <ISCED 2011 Level 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D26
f) Working with parents or guardians/families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D08
g) Learning theories (e.g. socio-cultural, behavioural, cognitive, constructivist)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D02
h) Facilitating learning in literacy and oral language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D03
i) Facilitating learning in mathematics/numeracy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D04
j) Facilitating learning in science and technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D05
k) Facilitating learning in arts.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D06
l) Working with children with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D09
m) <Classroom/playgroup/group> management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D14
n) Monitoring/documenting child development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D13
o) Working with children from diverse backgrounds (e.g. multicultural, economically disadvantaged, religious)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D32
p) Working with <dual/second language learners>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S300D22

17. How strongly do you agree or disagree that the following present barriers to your participation in professional development?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I do not have the pre-requisites (e.g. qualifications, experience, seniority)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D01
b) Professional development is too expensive	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D02
c) There is a lack of employer support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D03
d) Professional development conflicts with my work schedule	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D04
e) I do not have time because of family responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D05
f) There is no relevant professional development offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D06
g) There are no incentives for participating in professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D07
h) There is not enough staff to compensate my absence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S310D09

Your Work Week

18. During your **most recent complete calendar week**, approximately how many hours did you spend **in total** on tasks related to your job at this **<ECEC centre>** regardless of whether this was a typical or an atypical week for you?

*Include time spent on play, care and pedagogical activities, planning activities, preparing materials, keeping records, collaborating with other staff, participating in staff meetings, participating in professional development, liaising with parents or guardians and other work tasks. Also include tasks that took place during evenings, weekends or other out of **<classroom/playgroup/group>/<ECEC centre>** hours (including at home).*

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.

Round to the nearest whole hour.

Hours in total

S180D01

19. Of the total in the previous question, approximately how many hours did you spend together with children at this **<ECEC centre>**?

Please only count actual time in contact with children (i.e. when your full attention is given to the children).

Time spent on preparation, meetings, professional development, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours in contact with children

S190D01

20. Approximately what percentage of time did you spend on the following tasks during your most recent complete calendar week, in your job at this <ECEC centre>?

Please exclude all time spent in contact with children (i.e. when your full attention is given to the children) as this was recorded previously.

Include tasks that took place during weekends, evenings or other out of <classroom/playgroup/group>/<ECEC centre> hours (including at home).

Some tasks may overlap (e.g. dialogue with colleagues and attending professional development might overlap; please include time in both categories if appropriate).

Please mark one choice in each row.

		1% None	11% to 10%	31% to 30%	More to 60%	than 60%	
a) Individual planning or preparing play and/or learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D02
b) Collaborating and speaking with colleagues and parents or guardians within this <ECEC centre> (excluding time spent in direct contact with children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D03
c) Documenting children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D04
d) Participating in <ECEC centre> management, staff meetings and general administrative work (including communication, paperwork or other clerical duties).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D05
e) Attending professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D07
f) Reflecting on your work, either alone or with other <ECEC staff>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D13
g) Laundry, tidying-up, cleaning, shopping or cooking tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S202D12

Your Professional Beliefs and Practices

21. In your opinion, how important is it for this <ECEC centre> to develop the following abilities or skills in children to prepare them for life in the future?

Please mark one choice in each row.

	Of low importance	Of moderate importance	Of high importance	
a) Oral language skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D01
b) Reading and writing skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D13
c) Math skills and understanding of key concepts in math (e.g. numerical skills, pattern recognition, space)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D14
d) Understanding of key concepts in science (e.g. material change such as melting and freezing)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D28
e) Physical and motor skills (e.g. physical exercises, dancing, playing musical instruments)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D26
f) ICT (information and communication technology) skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D15
g) Ability to reason logically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D27
h) Ability to think creatively	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D30
i) Ability to cooperate easily with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D25
j) Ability to inquire and explore based on one's own curiosity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D31
k) Ability to think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S360D32

22. Thinking about the ECEC sector as a whole, if the budget were to be increased by 5%, how would you rate the importance of the following spending priorities?

Please mark one choice in each row.

	Of low importance	Of moderate importance	Of high importance	
a) Investing in toys, learning materials, and outdoor facilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D01
b) Supporting children from disadvantaged or migrant backgrounds..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D03
c) Reducing group sizes by recruiting more <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D04
d) Improving <ECEC centre> buildings and facilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D06
e) Supporting children with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D07
f) Offering high quality professional development for <ECEC staff> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D08
g) Improving <ECEC staff> salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D02
h) Reducing <ECEC staff's> administration load by recruiting more support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	S650D13

23. On average, how often do you engage in the following activities in this <ECEC centre>?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily	
a) Provide feedback to other <ECEC staff> about their practice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D02
b) Engage in discussions about approaches to children's development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D03
c) Engage in joint activities across different groups including age groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D04
d) Exchange learning or pedagogical materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D05
e) Engage in discussions about planned activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D06
f) Engage in discussions about the development or needs of specific children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D07
g) Work with other <ECEC staff> to discuss the evaluation of children's development and well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S330D08

24. In your work with children, to what extent do you feel that you can do the following?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Support the development of children from disadvantaged backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D01
b) Adapt your work to individual child needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D03
c) Help children develop their capacity to learn independently	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D15
d) Help children prepare for starting <ISCED 2011 Level 1> school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D05
e) Stimulate children's interest in cultural differences and commonalities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D07
f) Help children to interact with each other and show good social behaviour (e.g. sharing, helping others)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D08
g) Calm a child who is upset	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D09
h) Monitor and observe children's development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D10
i) Help children to develop self-confidence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D11
j) Help children develop creativity and problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D13
k) Use digital technology (e.g. computers, tablets, smart boards) to support children's learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D14
l) Provide all children with a feeling of security	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S350D17

25. Suppose that you notice that two three-year old children are independently playing with building blocks. Child A has taken almost all the building blocks and is building things. Child B is shy, looks a bit sad and is struggling with his/her construction.

What would you do?

For each suggestion, mark the option that best describes what you would do.

	I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this	
a) I would divide the building blocks in two equal piles, so that both children have an equal number of building blocks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S740D01
b) I would help child B in building a construction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S740D05
c) I would encourage them to build something together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S740D03
d) I would talk to child A to try to make him/her aware of child B's feelings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S740D04
e) I would encourage child A to share with child B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S740D02

26. Suppose that five three-year old children are playing with different toys of their choosing. In an ideal situation where you could choose what to do during this time, what would you do?

For each suggestion, mark the option that best describes what you would do.

	I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this	
a) I would play with the children by following their lead	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S770D01
b) I would let children play by themselves and only intervene when they request it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S770D06
c) I would contribute to children's play by asking questions or providing explanations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S770D05
d) I would encourage children to play together rather than joining in their play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S770D07
e) I would contribute to children's play by providing new ideas or materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S770D09

27. Do you work with children who are <dual/second language learners>?

S721D01

Please mark one choice.

- ₁ Yes
- ₂ No → Please go to Question [29].

28. When interacting with children who are < dual/second language learners >, how often do you engage in the following activities?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) I encourage children to talk to each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D01
b) I encourage children to lead conversations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D03
c) I support children in longer explanations by asking supportive questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D02
d) I position myself at the children's height when talking or listening.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D13
e) I rephrase or recite to make sure children have been understood.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D06
f) I give children time to respond.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D07
g) I employ simple and correct language.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D09
h) When talking with children, I provide running commentaries to model vocabulary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D10
i) I model the correct word rather than correcting the child directly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D11
j) I model language that is slightly above the individual child's level.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S730D12

Practices Used in This <ECEC Centre>

In answering the questions in this section, please refer to the practices used with <ISCED 2011 Level 02> children in this <ECEC centre>.

29. To what extent do the following apply to <ECEC staff> at this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) If invited, <ECEC staff> join in with the children's play ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D40
b) When <ECEC staff> play with children, the children are allowed to take the lead	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D41
c) <ECEC staff> show enjoyment when joining the children's play.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D42
d) <ECEC staff> arrange settings to allow extensive play amongst groups of children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S381D01
e) <ECEC staff> encourage sharing amongst children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D19
f) <ECEC staff> encourage children to help each other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D94
g) <ECEC staff> encourage children playing in small groups to include other children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D95
h) <ECEC staff> encourage children if they comfort each other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D96

30. To what extent do the following apply to <ECEC staff> at this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) <ECEC staff> hug the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D65
b) <ECEC staff> talk with children about feelings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D66
c) <ECEC staff> help children to talk about what makes them happy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S401D01
d) <ECEC staff> help children to talk about what makes them sad	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S401D02

31. To what extent do the following apply to <ECEC staff> at this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) <ECEC staff> encourage children to talk to each other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D48
b) <ECEC staff> encourage children to lead conversations ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D49
c) <ECEC staff> support children in giving longer explanations by asking supportive questions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D50
d) <ECEC staff> position themselves at the children's height when talking or listening	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D54
e) <ECEC staff> rephrase or recite statements to make sure children have been understood	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D55
f) <ECEC staff> model the correct word rather than correcting the child directly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D60

32. To what extent do the following apply to <ECEC staff> at this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) When reading books, <ECEC staff> connect the stories to children's experiences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D71
b) <ECEC staff> use books/picture books with children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D73
c) <ECEC staff> play word games with the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D74
d) <ECEC staff> play with letters with the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D75
e) <ECEC staff> sing songs or rhymes with the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D97

33. To what extent do the following apply to <ECEC staff> at this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) <ECEC staff> use sorting activities by shape or colour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D76
b) <ECEC staff> play number games (e.g. dice)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D77
c) <ECEC staff> sing songs about numbers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D78
d) <ECEC staff> help children to use numbers or to count ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D79
e) <ECEC staff> refer to groups of objects by the size of the group (i.e. number of objects in the group)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S640D80

34. When considering daily interactions with children, to what extent do the following apply to this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot	
a) The use of books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S700D01
b) Books or toys show people from different ethnic and cultural groups in a variety of professional and social roles	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S700D03
c) The children sometimes play with toys and artefacts from cultures other than the ethnic majority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S700D04
d) Some activities emphasise what people from different ethnic and cultural groups have in common	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S700D05

Your Work with the <Target Group>

We would like to know more about your everyday work, but cannot ask about everything you do. Therefore, we want you to use a specific example. Think of the first group of children including <ISCED 2011 Level 02> that you worked with on your last working day before today. We know this will not represent everything you do, and may have been an unusual day for you.

In the questions below, this group will be referred to as the <target group>. In answering these questions, please think about the <target group> as a whole, including all children in this group.

35. How many people in each of the following categories were working with the <target group> on that day?

People may fall into multiple categories. Please count these cases only once under the category which best represents their role most of the time.

Please write a number in each row for the number of people (other than yourself) who worked directly with the children in the <target group> on that day. Write 0 (zero) if none.

- | | | |
|--|----------------------|---------|
| a) <Leaders> | <input type="text"/> | S370D01 |
| b) <Teachers> | <input type="text"/> | S370D02 |
| c) <Assistants> | <input type="text"/> | S370D03 |
| d) <Staff for individual children> | <input type="text"/> | S370D09 |
| e) <Staff for special tasks> | <input type="text"/> | S370D06 |
| f) <Interns> | <input type="text"/> | S370D08 |
| g) Other <ECEC staff> | <input type="text"/> | S370D07 |

36. Which of the following categories best represents your role when you worked with the <target group> on that day?

Please mark one choice to indicate which category best represents your role.

- | | |
|---|---------|
| <input type="checkbox"/> ₁ <Leader> | S371D01 |
| <input type="checkbox"/> ₂ <Teacher> | |
| <input type="checkbox"/> ₃ <Assistant> | |
| <input type="checkbox"/> ₄ <Staff for individual children> | |
| <input type="checkbox"/> ₅ <Staff for special tasks> | |
| <input type="checkbox"/> ₆ <Intern> | |
| <input type="checkbox"/> ₇ Other | |

37. How many girls and boys were in this <target group> on that day?

Please write a number. Write 0 (zero) if none.

- a) Girls
- b) Boys

S400D01

S400D02

38. Please estimate the broad percentage of children in the <target group> on that day who have the following characteristics.

<'Special needs children' are those for whom a special learning need has been formally identified because they are cognitively, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>

<'Socio-economically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>

A 'refugee' refers to a child who has fled to another country in order to seek refuge from war, political oppression, persecution, or a natural disaster, or who was born while his/her parents were travelling to the destination, or born shortly after the parents' arrival.

This question asks about your personal perception of children's background. It is acceptable to base your answers on rough estimates.

Children may fall into multiple categories.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%	
a) Children whose <first language> is different from the language(s) used at the <ECEC centre>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S390D01
b) Children with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S390D03
c) Children from <socio-economically disadvantaged homes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S390D05
d) Children who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	S390D06

39. Please indicate the number of children of the following ages who were in this <target group> on that day.

Please write a number in each row. Write 0 (zero) if none. <If you do not know the exact number, please provide an estimate.>

- a) Children aged less than 1 year S420D02
- b) Children aged 1 year S420D03
- c) Children aged 2 years S420D04
- d) Children aged 3 years S420D06
- e) Children aged 4 years S420D07
- f) Children aged 5 years S420D08
- g) Children aged 6 years and above S420D09

40. Please indicate how representative you feel the <target group> is of the children you work with.

Please mark one choice.

₁ Very representative

₂ Representative

₃ Not representative

S422D01

41. Thinking about your work with the <target group>, how often do you do the following?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always or almost always	
a) I set daily goals for the children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D01
b) I explain how a new activity relates to children's lives ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D02
c) I give different activities to suit different children's interests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D05
d) I give different activities to suit different children's level of development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D06
e) I adapt my activities to differences in children's cultural background	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D08
f) I present activities that extend children's abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D10
g) I help children to follow the rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D15
h) I calm children who are upset	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D17
i) When the activities begin, I ask children to quieten down	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D18
j) I address children's disruptive behaviour that slows down other children's learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D19
k) I help children understand the consequences if they do not follow the rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S470D20

Your Work Climate and Job Satisfaction

42. Thinking about the <ECEC centre leader> in this <ECEC centre>, how strongly do you agree or disagree with the following statements?

'Professional relationships' refer to relationships that are positive, productive and meaningful.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) The <ECEC centre leader> has a clear <vision> for this <ECEC centre>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D01
b) The <ECEC centre leader> encourages co-operation among <ECEC staff> to develop new ideas in their practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D02
c) The <ECEC centre leader> ensures that <ECEC staff> take responsibility for improving their practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D03
d) The <ECEC centre leader> ensures that <ECEC staff> feel responsible for the children's development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D04
e) The <ECEC centre leader> encourages all staff to have a say on important decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D05
f) The <ECEC centre leader> has professional relationships with staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D06
g) The <ECEC centre leader> ensures that <ECEC staff's> performance is managed effectively	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S540D09

43. How well do these statements describe how you engage parents or guardians at this <ECEC centre>?

Please mark one choice in each row.

	Not at all	Somewhat	Well	Very well	
a) Parents or guardians can get in touch with <ECEC staff> easily	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S631D01
b) Parents or guardians are informed about the development, well-being, and learning of their children on a regular basis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S631D05
c) Parents or guardians are informed about daily activities on a regular basis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S631D06
d) Parents or guardians participate in formal communication (e.g. attending parent-staff meeting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S210D09
e) Parents or guardians are encouraged by <ECEC staff> to do play and learning activities with their children at home	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S631D09

44. We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a) I think that <ECEC staff> are valued in society	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S590D08
b) I am satisfied with the salary I receive for my work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S600D01
c) Apart from my salary, I am satisfied with the terms of my <contract/employment> (e.g. benefits, work schedule)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S600D02
d) I enjoy working at this <ECEC centre>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S590D05
e) I am satisfied with the support that I receive from parents or guardians in this <ECEC centre>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S600D04
f) I need more support from my <ECEC centre leader>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S600D05
g) If I could decide again, I would still choose to work as an <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S590D02
h) I would recommend this <ECEC centre> as a good place to work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S590D07
i) The children value me as an <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S610D02
j) Parents or guardians value me as an <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S610D01
k) All in all, I am satisfied with my job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S590D10

45. Thinking about your job at this <ECEC centre>, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot	
a) Having too much preparation work for children's activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D01
b) Having too much work related to documenting children's development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D12
c) Having too much administrative work to do (e.g. filling out forms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D02
d) Having extra duties due to absent <ECEC staff> ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D03
e) Being held responsible for children's development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D04
f) Managing <classroom/playgroup/group> behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D05
g) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D07
h) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D08
i) Accommodating children with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D06
j) Having too many children in my <classroom/playgroup/group>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D15
k) Having too many additional duties (e.g. cleaning) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D16
l) A lack of resources (e.g. financial support, material resources, <ECEC staff>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	S580D17

46. What is the most likely reason for you to leave the <ECEC staff> role?

S562D01

Please mark one choice.

- ₁ Become an <ECEC centre leader>
- ₂ Work in an education job not in an <ECEC centre>
- ₃ Become a teacher of <ISCED 2011 Level 1> or above
- ₄ Work in a different job not in the ECEC sector
- ₅ Attend to family responsibilities
- ₆ Retire from work
- ₇ Return as a student to an <education or training> programme
- ₈ Resolve health-related issues (e.g. physical and/or psychological burnout)
- ₉ Other

This is the end of the questionnaire.

Thank you very much for your participation!

Please <National Return Procedures and Date>