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Organisation for Economic Co-operation and Development (OECD)

Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2024

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Organisation for Economic Co-operation and Development (OECD)

Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2024

Combined Questionnaire Main

Main Survey Version

Canada English

National Centre, Canada

- Department of Education and Early Childhood Development, New Brunswick
- Ministère de la Famille, Quebec
- Employment and Social Development Canada
- Statistics Canada

International Consortium

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

Australian Council for Educational Research (ACER), Australia

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

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About the Starting Strong Teaching and Learning International Survey 2024

The Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) is an international Early Childhood Education and Care (ECEC) staff survey. Within Canada ECEC is also referred to as Early Learning and Child Care (ELCC). This survey offers the opportunity for ELCC setting leaders and staff to share their views on their professional situation to support policy development. TALIS Starting Strong 2024 is being conducted by the Organisation for Economic Co-operation and Development (OECD). In Canada, New Brunswick and Quebec, along with 16 other countries, are taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. ELCC setting leaders and staff will provide information about issues such as the ELCC environment in which they work that supports child learning and well-being; the professional development and learning they have received; their pedagogical beliefs and practices; and various other leadership, management and workplace issues.

In TALIS Starting Strong 2024, it is our intention to draw a picture of the different environments and practices in ELCC settings in the participating countries. Countries and individuals may differ in their ELCC approaches. We rely on your expertise to describe your work and opinions 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 province and country and, for example, by the type of ELCC setting within a province or country, you are guaranteed that neither you, this ELCC setting, nor any ELCC setting 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 ‘ELCC staff’ refers to: individuals who, as part of their regular duties within this setting, carry out pedagogical work, providing learning opportunities and care for preschool-aged children. This includes early childhood educators and assistants, supply and support staff, support workers, inclusion support workers and special care counsellors.
- In this questionnaire ‘ELCC setting leader’ refers to: the employee who supervises and leads their staff, designs program plans, and oversees daily activities. The term ‘setting leader’ is also referred to as: setting director, operator or superintendent in New Brunswick and the setting Director in Quebec.
- In this questionnaire ‘this ELCC setting’ refers to: the facility (home-based or centre-based) where the ELCC program is delivered.
 - If you are an ELCC setting leader working in more than one ELCC setting, when answering the questions please refer to the ELCC setting from which you received this questionnaire.
- This questionnaire should take approximately 65 to 75 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 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:
 - New Brunswick: Lindsay Webb, Education and Early Childhood Development.
Phone: 506-230-1961, E-mail: lindsay.webb@gnb.ca
 - Quebec: Centre des relations avec la clientèle, Direction générale des opérations régionales,
Phone : 1 855 336-8568, E-mail: Centre de renseignements du ministère de la Famille

Thank you very much for your participation!

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Your Background Information

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

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What is your gender?

Please mark one choice.

☐

Female

☐

Male

☐

Another gender such as non-binary or gender diverse

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How old are you?

Please write a number.

Years

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What is your employment status as an ELCC staff member at this ELCC setting?

Employment status refers to the type of contract agreement you have to work in this ELCC setting.

Please mark one choice.

☐

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

☐

Fixed-term (a contract with a fixed end-point) or temporary employment

☐

Self-employed (person who does not have a permanent or fixed-term contract with an employer e.g. person runs their own business)

☐

No contract of employment

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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 parental leave.

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

Please round to the nearest whole year. If you worked less than 6 months please write zero (0).

a) Year(s) working as an ELCC staff member at this ELCC setting

b) Year(s) working as an ELCC staff member in total

c) Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a nanny/babysitter, 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 ELCC staff member)

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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 parental leave.

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

Please round to the nearest whole year. If you worked less than 6 months please write zero (0).

a) Year(s) working as an ELCC setting leader at this ELCC setting

b) Year(s) working as an ELCC setting leader in total

c) Year(s) working in other roles in an ELCC setting in total (do not include years working as an ELCC setting leader)

d) Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a nanny/babysitter, as a tutor, or as a teacher in a primary or secondary school, a college or university, but do not include years working in an ELCC setting)

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Do you currently work as an ELCC staff member at more than one ELCC setting?

Please mark one choice.

☐ Yes

☐ No

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If 'Yes' in the previous question, please indicate at how many other ELCC settings you currently work as an ELCC staff member.

Please write a number.

ELCC setting(s)

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What is the highest level of education you have completed?

Please mark one choice.

☐

Grade 8 (Quebec Secondary II)

☐

Grades 9 to 10 (Quebec: Secondary III or IV)

☐

High school diploma or equivalency certificate

☐

Non-apprenticeship trades certificate or diploma; apprenticeship certificate; or college, CEGEP or other non-university certificate or diploma from a program less than two years

☐

College, CEGEP or other non-university certificate or diploma from a program of two years or more

☐

Bachelor's degree (including a Bachelor's of Education) or University certificate or diploma above the bachelor's degree

☐

Master's degree or first professional degree (degree in law (LL.B.), medicine (M.D.), dentistry (D.D.S., D.M.D.), veterinary medicine (D.V.M.), optometry (O.D.), divinity)

☐

Earned Doctorate

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Did the education or training you completed include the following topics?

'Pedagogical leadership' refers to the part of an ELCC setting leader's role that focuses on oversight of pedagogical practice in the ELCC setting. This includes actions that a ELCC setting leader takes, or delegates to others, to facilitate or enhance the planning, preparation and carrying out of the pedagogical work in the ELCC setting.

Please mark one choice in each row.

	Yes	No
a) Early childhood development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>
b) Financial management	<input type="checkbox"/>	<input type="checkbox"/>
c) Human resource management	<input type="checkbox"/>	<input type="checkbox"/>
d) Pedagogical leadership	<input type="checkbox"/>	<input type="checkbox"/>

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Have you completed any of the following education or training programs that prepared you to work with children?

An 'education or training program' refers to any education program or stages of learning and/or professional development delivered by a structured or certified program. This education does not need to be exclusively related to education and qualification to work with children.

Please mark one choice in each row.

	Yes	No
a) A high school diploma or equivalency certificate	<input type="checkbox"/>	<input type="checkbox"/>
b) A non-apprenticeship trades certificate or diploma; apprenticeship certificate; or college, CEGEP or other non-university certificate or diploma	<input type="checkbox"/>	<input type="checkbox"/>
c) A Bachelor's degree (including a Bachelor's of Education) or University certificate or diploma above the bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>
d) A Master's degree, first professional degree (degree in law (LL.B.), medicine (M.D.), dentistry (D.D.S., D.M.D), veterinary medicine (D.V.M.), optometry (O.D.), divinity) or Earned Doctorate	<input type="checkbox"/>	<input type="checkbox"/>
e) Other certified education or training program	<input type="checkbox"/>	<input type="checkbox"/>
f) Other education or training program that did not lead to a qualification or certificate	<input type="checkbox"/>	<input type="checkbox"/>

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Did the programs that prepared you to work with children include practical training?

'Practical training' refers to working in an ELCC setting directly with children under supervision as part of the education or training program.

Please mark one choice.

☐ Yes

☐ No

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Were the following elements included in any of your education or training programs that prepared you to work with children?

Please mark one choice in each row.

	Yes	No
a) Child health, personal care and safety (e.g. hygiene, allergy, injury prevention)	<input type="checkbox"/>	<input type="checkbox"/>
b) Promoting play and peer interaction	<input type="checkbox"/>	<input type="checkbox"/>
c) Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d) Supporting children's social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>
e) Supporting children’s interest to care for the environment	<input type="checkbox"/>	<input type="checkbox"/>
f) Classroom/playgroup/group management	<input type="checkbox"/>	<input type="checkbox"/>
g) Monitoring/documenting child development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>
h) Using digital resources and tools to facilitate working with children	<input type="checkbox"/>	<input type="checkbox"/>
i) Working with dual/second language learners	<input type="checkbox"/>	<input type="checkbox"/>
j) Working with children with special education needs	<input type="checkbox"/>	<input type="checkbox"/>
k) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)	<input type="checkbox"/>	<input type="checkbox"/>
l) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)	<input type="checkbox"/>	<input type="checkbox"/>
m) Working with parents or guardians/families	<input type="checkbox"/>	<input type="checkbox"/>
n) Supporting children's transitions to other ELCC settings or to primary schools	<input type="checkbox"/>	<input type="checkbox"/>

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Which best describes this ELCC setting's location?

Please mark one choice.

- ☐ A village, hamlet or rural area (up to 3,000 people)
- ☐ Small town (3,001 to 15,000 people)
- ☐ Town (15,001 to 100,000 people)
- ☐ City (100,001 to 1,000,000 people)
- ☐ Large city (more than 1,000,000 people)

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Thinking about the neighbourhood where this ELCC setting is located, 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) There is litter lying around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There is vandalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) People from diverse backgrounds (e.g. different ethnicity or culture, immigrant background, sexual or gender minorities) experience insults or attacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) There are public places where children can play safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There are nearby services for families (e.g. health services, social services).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) There are drug-related problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Which of the following statements best describes this ELCC setting's location?

Please mark all that apply.

- ☐ In a stand-alone building (i.e. the building contains the ELCC setting only)
- ☐ Co-located with a primary school
- ☐ Co-located with another ELCC setting
- ☐ In your home or another home
- ☐ Other

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Are there ELCC staff at this ELCC setting who speak the language of parents or guardians who do not speak the main language(s) used at this ELCC setting?

Please mark one choice.

☐ Yes, there are ELCC staff who can communicate with all parents or guardian who do not speak the main language(s) used at this ELCC setting.

☐ Yes, there are ELCC staff who can communicate with some parents or guardians who do not speak the main language(s) used at this ELCC setting.

☐ No, there are no ELCC staff who can communicate with parents or guardians who do not speak the main language(s) used at this ELCC setting.

☐ All parents or guardians speak the main language(s) used at this ELCC setting.

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Did this ELCC setting receive funding from the following sources during the last 12 months?

Please mark one choice in each row.

	Yes	No	Do not know
a) Direct payments to ELCC setting by Government (including entities at any level of Government)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Fees or charges paid directly or indirectly to the ELCC setting by parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Direct payments to ELCC setting by employers of parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other non-governmental funding (e.g. funding from a church/synagogue/mosque, donations, parent/guardian fundraising, subsidies through non-profit ELCC providers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Is this ELCC setting publicly- or privately-managed?

Please answer with reference to the organisation responsible for the day-to-day management of the ELCC setting, regardless of the ownership or funding sources of the ELCC setting.

Please mark one choice.

☐ Publicly-managed
This is an ELCC setting managed by a public education authority, government agency, or municipality.

☐ Privately-managed
This is an ELCC setting managed by a non-government organisation; e.g. a church, synagogue, mosque, trade union, business, other private institution or person.

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Is this ELCC setting part of a chain/franchise/network of ELCC settings?

An ELCC setting that is part of a chain/franchise/network is one that is centrally managed by a single, non-government organisation that manages multiple ELCC settings. This can be a chain, franchise or network. It may receive public funding.

Please mark one choice.

☐ Yes

☐ No

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Is this ELCC setting a for-profit or a non-profit organisation?

Please mark one choice.

☐

For profit

This ELCC setting aims to make more money than its costs (a profit).

☐

Non-profit

This ELCC setting does not aim to make a profit, or all profits are re-invested into the ELCC setting.

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For each type of position listed below, please indicate the number of ELCC staff (head count) currently working in this ELCC setting.

ELCC staff, including yourself, may fall into multiple categories. Please count these cases only once under the category which best represents their role most of the time.

Include all staff who work at the setting premises on a regular basis, including yourself and both part-time and full-time ELCC staff, whether or not they are directly employed by the ELCC setting.

Include staff working with children aged 0 to 5 years at this ELCC setting.

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

a) ELCC setting leaders
Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the ELCC setting

b) Early childhood educators
Individuals responsible for the care and education of a group of children (e.g. educators)

c) Assistants
Individuals assisting with the care and education of children (e.g. supply staff, support staff, education assistants, auxiliary staff)

d) Other ELCC staff (e.g. staff for special tasks, intern)

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Please indicate the number of ELCC staff (head count) in this ELCC setting for each of the categories below.

Count any ELCC staff members who began work or left the ELCC setting for any reason, including retirement, parental leave, and temporary teaching.

Include all staff who work at the ELCC setting premises on a regular basis, including yourself and both part-time and full-time ELCC staff, whether or not they are directly employed by the ELCC setting.

Include staff working with children aged 0 to 5 years at this ELCC setting.

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

a) ELCC staff who began work at this ELCC setting during the last 12 months

b) ELCC staff who permanently left this ELCC setting during the last 12 months

c) ELCC staff who temporarily did not work at this ELCC setting during the last 12 months (e.g. ELCC staff on extended leave, sabbatical, parental leave)

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Please indicate the number of ELCC staff (head count) who were absent due to sick leave on the most recent Tuesday that this ELCC setting was open for business.

Only include ELCC staff that work 'in direct contact with children'. These are ELCC staff that are responsible, alone or with colleagues, for children's development, well-being and learning.

Include staff working with children aged 0 to 5 years at this ELCC setting.

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

ELCC staff absent due to temporary sick leave

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What is the number of children aged 0 to 5 years currently enrolled in this ELCC setting?

Please write a number. If you do not know the exact number, please provide an estimate.

Please include all children attending this ELCC setting regardless of whether they attend on full-time or part-time basis.

Children

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During the last 12 months, were there children who wanted to enrol at this ELCC setting but who were not able to because there were no available places?

Please mark all that apply.

- ☐ Yes, children were placed on a waiting list and later enrolled.
- ☐ Yes, children were placed on a waiting list and are still waiting for a place.
- ☐ Yes, but children were not placed on a waiting list.
- ☐ No.
- ☐ I do not have this information.

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Please **estimate** the number of children in this ELCC setting who have the following characteristics.

Children may fall into multiple categories; please estimate the number of children in each category regardless of potential overlap.

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

'Children with special education needs' are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often 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.

'Children who are immigrants' are those who were born outside the country. A 'child with an immigrant background' has parents who were both born outside the country.

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 refugee parents were travelling to the country of destination, or born shortly after the refugee parents' arrival.

'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

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

a) Children under the age of 3

b) Children age 3 and older

c) Children whose mother tongue is different from the language(s) used at the ELCC setting

d) Children with special education needs

e) Children from socio-economically disadvantaged homes

f) Children who are immigrants or with immigrant backgrounds (not including refugees)

g) Children who are refugees

h) Children belonging to ethnic/national minorities or Indigenous communities

To what extent do you agree with the following statements about the physical space at this ELCC setting?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a) There is adequate ventilation for healthy airflow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There is an adequate amount of furniture for each child (e.g. chairs, tables).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Indoor space is arranged so that children can easily move around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The background noise level in the classroom/playgroup/group does not interfere with interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The roof, ceiling, walls and floor are in good shape (e.g. have no leaks, mould).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Children can access a bathroom easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Outdoor space is arranged so that children can easily move around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Outdoor space has shaded areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Which of the following orientation activities are available at this ELCC setting?

'Orientation activities' are designed to support ELCC staff and ELCC setting leaders who are introduced into the ELCC profession or who are new to an ELCC setting. They are either organised in structured programmes or informally arranged as separate activities.

Please mark one choice in each row.

	Yes	No
a) Courses/seminars/workshops attended in person	<input type="checkbox"/>	<input type="checkbox"/>
b) Online courses/seminars/workshops	<input type="checkbox"/>	<input type="checkbox"/>
c) Supervision by the ELCC setting leader and/or experienced ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>
d) Networking/collaboration with other ELCC settings	<input type="checkbox"/>	<input type="checkbox"/>
e) Observation visits to other classroom/playgroup/group at this ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>
f) Working in a team with experienced ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>
g) Use of portfolios/diaries/journals for self-reflection on own practice	<input type="checkbox"/>	<input type="checkbox"/>
h) Reduced work load	<input type="checkbox"/>	<input type="checkbox"/>
i) General/administrative introduction	<input type="checkbox"/>	<input type="checkbox"/>
j) Coaching program	<input type="checkbox"/>	<input type="checkbox"/>

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Professional Development and Learning

In this section, 'professional development and learning' is defined as activities that are designed to develop an individual's skills, knowledge and expertise as an ELCC staff (or more generally, as a professional).

Please only consider professional development and learning activities you have taken after joining the profession as an ELCC staff member.

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

'Coaching program' refers to activities where ELCC staff have a dedicated coach that supports them in improving their practice.

An 'orientation program' involves activities designed to support ELCC staff and ELCC setting leaders who are introduced into the ELCC profession or who are new to an ELCC setting.

Please mark one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person <u>and</u> virtual/online	No
a) Courses/seminars/workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Conferences where ELCC staff and/or researchers present their research or discuss education and care issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualification program (e.g. a degree, diploma or certificate program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Planned visits to other ELCC settings to inform my practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Planned visits to other classroom/playgroup/group at this ELCC setting to inform my practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Coaching program as part of a formal ELCC setting arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Formal or informal ELCC staff networks for the purpose of professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Orientation program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Thinking of the professional development and learning activities in which you participated during the last 12 months, overall, to what extent did they have a positive impact on your work with children?

Please mark one choice.

☐

Not at all

☐

To some extent

☐

Quite a bit

☐

A lot

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For the professional development and learning 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 during regular working hours (e.g. reduced teaching time, days off, study leave)	<input type="checkbox"/>	<input type="checkbox"/>
b) Monetary supplements for time spent outside working hours	<input type="checkbox"/>	<input type="checkbox"/>
c) Reimbursement or payments of professional development and learning costs (e.g. registration fees)	<input type="checkbox"/>	<input type="checkbox"/>
d) Reimbursement for out-of-pocket costs (e.g. transportation, materials, food)	<input type="checkbox"/>	<input type="checkbox"/>
e) Materials needed for the activities (e.g. office supplies)	<input type="checkbox"/>	<input type="checkbox"/>
f) Non-monetary rewards (e.g. classroom/playgroup/group resources/materials, book vouchers, software/apps)	<input type="checkbox"/>	<input type="checkbox"/>
g) Non-monetary professional benefits (e.g. fulfilling professional development and learning requirements, improving my promotion opportunities)	<input type="checkbox"/>	<input type="checkbox"/>
h) Increased salary	<input type="checkbox"/>	<input type="checkbox"/>

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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) Knowledge and understanding of new developments in leadership research and theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge and understanding of current national/local policies on ELCC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Using data for improving the quality of the ELCC setting (e.g. feedback from ELCC staff and parents or guardians)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Designing the ELCC setting's goals for children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Knowledge and understanding of research and theories on pedagogy of young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Using digital resources and tools to facilitate ELCC setting management (e.g. to facilitate ELCC work, to communicate with parents or guardians)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Collaborating with parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Collaborating with other ELCC settings or primary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Collaborating with community services (e.g. health services, social services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Observing ELCC staff's practices and ELCC staff-child interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Providing effective feedback to ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Promoting ELCC staff well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Human resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Promoting equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Classroom/playgroup/group management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Monitoring/documenting child development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Using digital resources and tools to facilitate working with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Working with dual/second language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Working with children with special education needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) Supporting children’s transitions to other ELCC settings or to primary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I lack the skills to use necessary digital resources and tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I do not have access to necessary digital resources and tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I do not have the necessary language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Transportation to and/or from the location where the professional development and learning is delivered is difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Professional development and learning is too expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Professional development and learning conflicts with my work schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I do not have time due to other commitments or responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There is no professional development and learning offered in areas of my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) There are no incentives to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) There are insufficient staff to fill-in for my absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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ELCC Setting Pedagogical and Administrative Leadership

These questions are about the leadership in this ELCC setting and include questions about administrative and pedagogical aspects of this leadership. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

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Regarding this ELCC setting, who has a significant responsibility for the following tasks?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

	Me	Other members of the staff	ELCC setting governing board	Local, municipal/ regional, provincial or federal authority	Not applicable
a) Appointing or hiring ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Dismissing or suspending ELCC staff from employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establishing ELCC staff salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Deciding on budget allocations within the ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Establishing ELCC staff schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Planning for professional development activities for the ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Establishing plans for assessment and monitoring of children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Approving children for admission to the ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Establishing the curriculum framework for supporting children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Choosing which materials/toys are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Deciding which activities for children are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Deciding what information is given to parents or guardians on the ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Deciding what information is given to parents or guardians on their child's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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On average throughout the last 12 months, what percentage of time in your role as an ELCC setting leader did you spend on the following tasks in this ELCC setting?

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none.
Please ensure that responses add up to 100%.

a) Administrative leadership tasks and meetings
Including regulations, reports, budget, preparing for audit, responding to requests from district, regional, provincial, or national officials, strategic planning, developing ELCC setting improvement plans, and human resource and personnel issues such as hiring ELCC staff

%

b) Pedagogical leadership
Including meeting with staff to promote quality learning environments, organising staff development programmes about new pedagogical approaches, child development, etc.

%

c) Interactions with children
Including taking part in learning/play activities, taking care of children

%

d) Interactions with parents or guardians
Including formal and informal interactions

%

e) Interactions with other stakeholders
Including interactions with other ELCC settings, schools, child, family or social services, child development specialists, health-related services

%

f) Other
%

100 % Total

Please indicate how frequently you engaged in the following activities in this ELCC setting during the last 12 months.

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) I collaborated with ELCC staff to improve how children play together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I observed ELCC staff practices and staff-child interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I provided feedback to ELCC staff based on my observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I took actions to support co-operation among ELCC staff to develop new approaches to ELCC practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I took actions to ensure that ELCC staff take responsibility for improving their skills in working with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I worked on developing, revising or communicating a vision for this ELCC setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I made changes in ELCC setting policies or practices based on monitoring results and external evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I facilitated improvements in the indoor or outdoor space used for children's development, well-being and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I took actions to improve this ELCC setting's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do the following activities take place in this ELCC setting?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) Communication with staff and/or leaders from other ELCC settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Communication with primary school principals or teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Cooperation with child, family or social services (e.g. child protection agency, family support services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Collaboration with health-related services (e.g. health services providing screening and support for children or families)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Consultation with child development specialists (e.g. speech therapists, psychologists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Informal communication with parents or guardians (e.g. conversations on children's development or activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Formal communication with parents or guardians (e.g. parent-staff meetings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Visits to children's homes to help parents or guardians reinforce children's well-being, development and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How frequently does this ELCC setting receive the following types of external inspection/monitoring?

'External inspection/monitoring' refers to the practice of evaluating the ELCC setting by assessors/evaluators from outside of the setting.

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once every year	More than once every year
a) External inspection/monitoring of facilities for meeting health, safety and infrastructure requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) External inspection/monitoring of other structural features (e.g. child-adult ratio, group size, staff qualification levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) External inspection/monitoring of staff practices by trained observers (e.g. quality of interaction with children, content of activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) External inspection/monitoring of financial records (e.g. financial audit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Does this ELCC setting undertake any of the following activities in order to facilitate children's transition to a new ELCC setting or school?

Please mark one choice in each row.

	Yes	No
a) Communicate with ELCC settings or primary schools about children making transitions	<input type="checkbox"/>	<input type="checkbox"/>
b) Organize visits to the next ELCC setting or primary schools for children making transitions	<input type="checkbox"/>	<input type="checkbox"/>
c) Hold meetings with staff across ELCC settings or primary schools	<input type="checkbox"/>	<input type="checkbox"/>
d) Offer onsite training sessions for the ELCC staff regarding transition issues	<input type="checkbox"/>	<input type="checkbox"/>
e) Work with local authorities to develop transition programs	<input type="checkbox"/>	<input type="checkbox"/>
f) Provide activities for parents or guardians to understand the transition (e.g. information sessions, meetings with parents or guardians, home visits)	<input type="checkbox"/>	<input type="checkbox"/>

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How often does this ELCC setting, either alone or in conjunction with another organisation, provide any of the following to parents or guardians?

Please mark one choice in each row.

	Never	Less than once a year	Once every year	Several times a year	Monthly	Several times a month
a) Workshops or courses for parents or guardians regarding child rearing or child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Support for parents' or guardians' involvement with the operation of the ELCC setting (e.g. fund raising, cleaning of the ELCC setting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Meetings to allow parents or guardians to contribute to ELCC setting management decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Setting up events for families and prospective parents or guardians to visit the ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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How often do the following activities take place at this ELCC setting?

Please mark one choice in each row.

	Never	Less than once a year	Once every year	Several times a year	Monthly	Several times a month
a) The ELCC setting has excursions to outdoor areas, such as parks, forests, beaches or other nature areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) This ELCC setting engages children in activities related to caring for the environment (e.g. recycling materials, maintaining a garden, minimizing food waste).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The ELCC setting has excursions to libraries, museums or other cultural learning institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The ELCC setting has excursions to cultural performances (e.g. music, dance, theatre).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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How often do the following assessments of children's development, well-being and learning take place in this ELCC setting?

Please mark one choice in each row.

	Never	Less than once a year	Once every year	Several times a year	Monthly	Several times a month
a) ELCC staff conduct descriptive assessments (e.g. portfolios, narrative or anecdotal records, documenting routine observations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ELCC staff conduct standardised assessments (e.g. screening instruments, rating scales and checklists).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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In this ELCC setting, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Supporting play that encourages children's expression of diverse ethnic and cultural identities (e.g. re-enacting a religious festival learned about through parents, peers, ELCC staff or books)	<input type="checkbox"/>	<input type="checkbox"/>
b) Including books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/>	<input type="checkbox"/>
c) Including books and pictures featuring people with different physical needs	<input type="checkbox"/>	<input type="checkbox"/>
d) Including books and pictures featuring diverse family structures (e.g. single parent families, families with parents from sexual or gender minorities)	<input type="checkbox"/>	<input type="checkbox"/>
e) Employing ELCC staff that are representative of the diverse backgrounds of the children and families served	<input type="checkbox"/>	<input type="checkbox"/>

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Professional Practices and Beliefs

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How strongly do you agree or disagree with these statements as applied to this ELCC setting?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Parents or guardians are informed about daily activities on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Parents or guardians are encouraged by ELCC staff to do play and learning activities with their children at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Parents or guardians are encouraged by ELCC staff to participate in regular classroom/playgroup/group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Parents or guardians are encouraged by ELCC staff to contribute to classroom/playgroup/group level decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Parents or guardians are encouraged by ELCC staff to take on ELCC setting level tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Parents or guardians are given opportunities to actively participate in ELCC setting decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents or guardians communicate with ELCC staff using a digital platform (e.g. email, instant messaging apps).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adapt your work to individual child needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Help children develop their capacity to learn independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Help children prepare for transitioning to other ELCC settings or to primary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Stimulate children's interest in cultural differences and commonalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Help children to interact with each other and show good social behaviour (e.g. sharing, helping others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Help children develop creativity and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Use digital resources and tools to facilitate working with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Provide all children with a feeling of security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Use a variety of monitoring and assessment strategies to follow children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Many aspects of your work are important to prepare children for life in the future. In your opinion, how important is it to develop the following skills or traits in children?

Please mark one choice in each row.

Very low
importance

Somewhat
low
importance

Moderate
importance

Somewhat
high
importance

Very high
importance

a) Give children enriching experiences through play

☐☐☐☐☐

b) Prepare children for school

☐☐☐☐☐

c) Develop children's knowledge and skills in specific subjects (e.g. early language, literacy, numeracy, science)

☐☐☐☐☐

d) Develop children's social and emotional competence (e.g. empathy, collaboration)

☐☐☐☐☐

e) Develop children's creativity, imagination and ability to solve problems

☐☐☐☐☐

f) Develop children's autonomy and responsible decision-making

☐☐☐☐☐

g) Develop children's citizenship, tolerance and openness to other cultures

☐☐☐☐☐

h) Develop children's interest to care for the environment

☐☐☐☐☐

i) Work with parents or guardians/families to support children's development, learning and well-being

☐☐☐☐☐

j) Foster children's joy for exploration and learning

☐☐☐☐☐

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During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this ELCC setting?

Include tasks that took place during evenings, weekends or other out of classroom/playgroup/group/ELCC setting 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

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How often did you do the following at this ELCC setting, during your most recent complete calendar week?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Not at all' if you have not done the activity for this reason.

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Played word games with the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Read books to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Asked questions when reading books to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Encouraged pre-verbal children to point to pictures when looking at a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Sang songs with or to the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Engaged children in activities that helped them pick out sounds in words (e.g. phonics games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Used synonyms for words to help explain their meaning when talking with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Used activities for children to make marks (e.g. finger painting, pressing into dough/playdough)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often did you do the following at this ELCC setting, during your most recent complete calendar week?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Not at all' if you have not done the activity for this reason.

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Used sorting activities by shape or colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Played number games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sang songs with numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Helped children to use numbers or to count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Verbalized maths concepts in everyday routines (e.g. counting the number of children, using sequencing language in transitions such as 'first' or 'second')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Encouraged children to measure items (e.g. while cooking or building with blocks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often did you do the following at this ELCC setting, during your most recent complete calendar week?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Not at all' if you have not done the activity for this reason.

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Encouraged sharing amongst children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Encouraged children if they helped each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Encouraged children playing in small groups to include other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Encouraged children if they comforted each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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How often did you do the following at this ELCC setting, during your most recent complete calendar week?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Not at all' if you have not done the activity for this reason.

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Talked with children about feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Helped children understand their feelings (e.g. when they are excited)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Comforted children who were upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Helped children express their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 group of children aged 0 to 5 years that you worked with the most 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.

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How many people in each of the following categories were working with the target group on that day at the same time?

Think of a point in time that represents the most common staffing configuration with the target group.

People may fall into multiple categories. Please count these people 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 including yourself who worked directly with the children in the target group on that day. Write 0 (zero) if none.

- a) ELCC setting leaders and early childhood educators
Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the ELCC setting and Individuals responsible for the care and early learning of a group of children

- b) Assistants
Individuals assisting with the care and early learning of children (e.g. supply staff, support staff, education assistants, auxiliary staff)

- c) Staff for individual children with special needs
Individuals responsible for the care and early learning of specific children (e.g. inclusion support workers, special care counsellors, special needs assistants)

- d) Other ELCC staff (e.g. staff for special tasks, intern)

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How many children were in this target group on that day?

Think of a point in time that represents the most common configuration of children within the target group.

Please write a number.

Children

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Please estimate the number of children in the target group on that day who have the following characteristics.

Children may fall into multiple categories; please estimate the number of children in each category regardless of potential overlap. This question asks about your personal perception of children's background. It is acceptable to base your replies on rough estimates.

'Children with special education needs' are those for whom a special learning need has been formally identified because of having one or more cognitive, physical, or social and emotional conditions. Often 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.

'Children who are immigrants' are those who were born outside the country. A 'child with an immigrant background' has parents who were both born outside the country.

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 refugee parents were travelling to the country of destination, or born shortly after the refugee parents' arrival.

'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

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

a) Children whose mother tongue is different from the language(s) used at the ELCC setting

b) Children with special education needs

c) Children from socio-economically disadvantaged homes

d) Children who are refugees, immigrants or with migrant backgrounds

e) Children belonging to ethnic/national minorities or Indigenous communities

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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

b) Children aged 1 year

c) Children aged 2 years

d) Children aged 3 years

e) Children aged 4 years

f) Children aged 5 years

g) Children aged 6 years and above

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Did you undertake the following activities while you were in direct contact with children in the target group on that day?

'Direct contact' refers to when you are responsible, alone or with colleagues, for children in the same room.

Please mark one choice in each row.

	Yes	No
a) Planning or preparing play and/or learning activities on your own	<input type="checkbox"/>	<input type="checkbox"/>
b) Planning or preparing play and/or learning activities with other ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>
c) Collaborating or speaking with parents or guardians from this ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>
d) Participating in ELCC setting management, staff meetings or general administrative work	<input type="checkbox"/>	<input type="checkbox"/>
e) Laundry, tidying-up, cleaning, shopping or food preparation tasks	<input type="checkbox"/>	<input type="checkbox"/>

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Thinking about your work with the target group on that day, how often did you do the following?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Never' if you have not done the activity for this reason.

	Never	Rarely	Occasionally	Often	Always
a) I encouraged children to lead conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I asked supportive questions to encourage children to give longer explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I supported children to express their ideas by asking them questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I rephrased or repeated statements to make sure I understood the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I modelled the correct word rather than corrected children directly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I used words or phrasing that was new to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about your work with the target group on that day, how often did you do the following?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Never' if you have not done the activity for this reason.

	Never	Rarely	Occasionally	Often	Always
a) I explained how a new activity relates to children's lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I gave different activities to suit different children's interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I gave different activities to suit different children's levels of development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I adapted my activities to children's cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I recognized children's individual interests regardless of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I adapted my activities to meet the needs of dual/second language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Thinking about your work with the target group on that day, how often did you do the following?

Please mark one choice in each row. Some activities may not be suitable for all ages. Please mark 'Never' if you have not done the activity for this reason.

	Never	Rarely	Occasionally	Often	Always
a) I explained the rules children should follow at the start of a new activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I addressed children's disruptive behaviour by explaining why they should stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I showed appreciation to children that behaved well during an activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I helped children understand the consequences if they did not follow the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I divided materials into small groupings to avoid conflict between children when they accessed them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I redirected a child to an appropriate activity if they were disturbing other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Work Climate and Job Satisfaction

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To what extent do the following statements apply to this ELCC setting?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) ELCC staff have opportunities to actively participate in ELCC setting decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Parents or guardians have opportunities to actively participate in ELCC setting decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Children have opportunities to actively participate in decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) There is a culture of shared responsibility for ELCC setting issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I make the important decisions on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) There is a collaborative ELCC setting culture which is characterised by mutual support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) This ELCC setting encourages staff to lead new initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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To what extent do the following issues hinder this ELCC setting's capacity to provide a quality environment for development, well-being and learning of children?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Shortage or inadequacy of play or learning materials (e.g. picture books, building blocks, paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Shortage or inadequacy of indoor space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Shortage or inadequacy of outdoor play space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Shortage or inadequacy of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Insufficient Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Insufficient utilities (e.g. drinking water, electricity, sewage/sanitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Requirements from local, municipality/regional, provincial or federal authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Changes in available funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) ELCC staff absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of opportunities or support for ELCC staff's professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Shortage of ELCC staff with competence in working with children from socio-economically disadvantaged homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Shortage of ELCC staff with competence in working with children with special education needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Shortage of ELCC staff with competence in working with children speaking another language than the language(s) used in the ELCC setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Shortage of qualified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Shortage of staff for the number of enrolled children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Lack of parent or guardian involvement and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 am satisfied with the salary I receive from my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Apart from my salary, I am satisfied with the terms of my contract/employment (e.g. benefits, work schedule).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I enjoy working at this ELCC setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I cannot influence decisions that are important for my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I am satisfied with the level of autonomy I have to shape my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I am satisfied with the support that I receive from parents or guardians in this ELCC setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) If I could decide again, I would still choose to work as an ELCC staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I would recommend this ELCC setting as a good place to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I am satisfied with the support that I receive from the staff in this ELCC setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I need more support from local, municipality/ regional, provincial, or federal authorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) The children value me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Parents or guardians value me as an ELCC staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I think that ELCC staff are valued in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) All in all, I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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In your experience as an ELCC setting leader at this ELCC setting, to what extent do the following occur?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) I experience stress in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My job leaves me time for my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My job negatively impacts my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My job negatively impacts my physical health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Thinking about your job at this ELCC setting, 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Having too much work related to documenting children's development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Having too much administrative work to do (e.g. filling out forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Having extra duties due to absent ELCC staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Being held responsible for children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Keeping up with changing requirements from local, municipal/regional, provincial or federal authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Managing classroom/playgroup/group behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Addressing parent or guardian concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Accommodating children with special education needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Having too many children in my classroom/playgroup/group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Having too many tasks to do at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Having to adapt my practices with children due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Lacking resources (e.g. financial support, material resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Lacking technical skills for the use of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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How likely are each of the following factors to cause you to leave your role as ELCC staff in the next five years?

Please mark one choice in each row.

	Not at all likely	Not very likely	Likely	Very likely
a) Become a teacher of primary school or above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work in a different job not in the ELCC sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Attend to family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Retire from work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Return as a student to an education or training program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Resolve physical health-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Resolve mental health-related issues (e.g. stress, depression, burnout)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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This is the end of the questionnaire.

Thank you very much for your participation!

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EXIT