

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21



Organisation for Economic Co-operation and Development (OECD)

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

previous page

next page



Organisation for Economic Co-operation and Development (OECD)
Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2024

Combined Questionnaire Short

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

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

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 55 to 65 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!

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

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.

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

What is your gender?

Please mark one choice.

☐

Female

☐

Male

☐

Another gender such as non-binary or gender diverse

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

How old are you?

Please write a number.

Years

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

Do you speak any of the languages used by children who are dual/second language learners, excluding the main language(s) used at this ELCC setting?

Please mark one choice.

☐ Yes

☐ No

☐ There are no dual/second language learners.

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

Which of the following categories best represents your role at this ELCC setting?

Please mark one choice to indicate which category best represents your role in general when working at this ELCC setting.

☐ ELCC setting leader
Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the ELCC setting

☐ Early childhood educators
Individuals responsible for the care and education of a group of children

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

☐ Staff for individual children with special needs
Individuals responsible for the care and education of specific children (e.g. integration aides, special needs assistants)

☐ Staff for special tasks
Individuals responsible for specific subjects (e.g. music or physical education teachers)

☐ Intern
Individuals acquiring further qualifications while working

☐ Other

previous page

next page

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25

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

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

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)

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

How many hours do you usually work each week for this ELCC setting?

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

If you work at multiple ELCC settings, please only include hours worked for the ELCC setting where you received this questionnaire.

Paid working hours

Additional unpaid working hours

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

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

Please mark one choice.

☐ Yes

☐ No

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

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)

previous page

next page

-
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26

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

previous page

next page

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"/>

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

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

previous page

next page

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"/>

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

ELCC Setting Background Information

previous page

next page

- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29

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)

previous page

next page

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

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"/>

previous page

next page

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

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

previous page

next page

- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

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"/>

previous page

next page

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

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

previous page

next page

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

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.

previous page

next page

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

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

previous page

next page

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

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.

previous page

next page

- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62

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

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

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.

previous page

next page

- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51

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 and 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) Coaching program as part of a formal ELCC setting arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Formal or informal ELCC staff networks for the purpose of professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Orientation program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

previous page

next page

- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64

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

Please mark one choice in each row.

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

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

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

previous page

next page

- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64

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

Please mark one choice in each row.

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

previous page

next page

- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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"/>

previous page

next page

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

Professional Practices and Beliefs

previous page

next page

- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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"/>

previous page

next page

- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

When considering daily interactions with children, to what extent do the following apply to this ELCC setting?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Books and pictures feature people from a variety of ethnic and cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Books and pictures show people from different ethnic and cultural groups in a variety of professional and social roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Books and pictures feature people with different physical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Books and pictures feature diverse family structures (e.g. single parent families, families with parents from sexual or gender minorities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Children play with toys and artefacts from cultures other than the ethnic majority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Activities emphasize what people from different ethnic and cultural groups have in common.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Activities aim to raise awareness about the different languages of the dual/second language learners in the classroom/playgroup/group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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"/>

previous page

next page

- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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) Self-care skills (e.g. feeding themselves, hygiene, dressing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Physical and motor skills (e.g. physical exercises, jumping, dancing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Preparedness for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Knowledge and skills in specific subjects (e.g. early language, literacy, numeracy, science)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ability to communicate and cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ability to understand and manage one's own emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Ability to stay focused, control impulses and complete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Creativity, imagination and ability to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Autonomy and responsible decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Citizenship, tolerance and openness to other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Interest to care for the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Joy for exploration and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

previous page

next page

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

Work Week

previous page

next page

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

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

previous page

next page

- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

Approximately how many hours did you spend on the following activities during your most recent complete calendar week, in your job at this ELCC setting?

For 'time spent in direct contact with children' please count time when you are responsible, alone or with colleagues, for children in the same room.

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

Some tasks may overlap. Please include time in all appropriate categories, even if there is overlap.

Please round to the nearest whole hour in each row. Write 0 (zero) if none.

a) Time spent in direct contact with children at this ELCC setting

Hours in total

b) Time spent without contact with children at this ELCC setting

Hours in total

c) Planning or preparing play and/or learning activities on your own

Hours in total

d) Planning or preparing play and/or learning activities with other ELCC staff

Hours in total

e) Documenting children's development, well-being and learning

Hours in total

f) Collaborating or speaking with parents or guardians from this ELCC setting

Hours in total

g) Participating in ELCC setting management, staff meetings or general administrative work

Hours in total

h) Laundry, tidying-up, cleaning, shopping or food preparation tasks

Hours in total

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"/>

- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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"/>

previous page

next page

- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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"/>

previous page

next page

- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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"/>

previous page

next page

- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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.

previous page

next page

- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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

previous page

next page

- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65

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

previous page

next page

- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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"/>

- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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"/>

previous page

next page

- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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"/>

previous page

next page

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"/>

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

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).

previous page

next page

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"/>

- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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"/>

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"/>

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

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"/>

previous page

next page

- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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"/>

previous page

next page

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

Work Climate and Job Satisfaction

previous page

next page

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) Parents or guardians have opportunities to actively participate in ELCC setting decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Children have opportunities to actively participate in decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

previous page

next page

-
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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) Lack of parent or guardian involvement and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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"/>
e) 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"/>
f) 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"/>
g) I need more support from local, municipality/ regional, provincial, or federal authorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The children value me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Parents or guardians value me as an ELCC staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think that ELCC staff are valued in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) All in all, I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

In your experience as an ELCC staff 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"/>

previous page

next page

- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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) Being held responsible for children's development, well-being and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 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"/>
f) Managing classroom/playgroup/group behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Addressing parent or guardian concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Accommodating children with special education needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Having too many children in my classroom/playgroup/group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Having too many tasks to do at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) 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"/>
l) Lacking resources (e.g. financial support, material resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Lacking technical skills for the use of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66

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"/>

previous page

next page

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

This is the end of the questionnaire.

Thank you very much for your participation!

previous page

EXIT