

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18



Organisation for Economic Co-operation and Development (OECD)

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

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
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38



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

International English, UK Spelling

TALIS Starting Strong is undertaken in Ireland by the Central Statistics Office (CSO), with the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) as the sponsoring department.

The Central Statistics Office (CSO) is Ireland's national statistical office, and our purpose is to impartially collect, analyse and make available statistics about Ireland's people, society and economy.

Specifically, our mandate under the Statistics Act 1993 is "The collection, compilation, extraction and dissemination for statistical purposes of information relating to economic, social and general activities and conditions in the State".

At national level, CSO official statistics inform decision making across a range of areas including construction, health, welfare, the environment and the economy. At European level they provide an accurate picture of Ireland’s economic and social performance and enable comparisons between Ireland and other countries.

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

previous page

next page

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 learning and care (ELC) staff survey that offers the opportunity for ELC setting Managers/ Deputy Managers and Early Years Lead Educators/ Early Years Educators 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). Ireland, along with 16 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. ELC setting Managers/ Deputy Managers and Early Years Lead Educators/ Early Years Educators will provide information about issues such as the ELC learning and well-being environments in which they work; the professional development they have received; their pedagogical beliefs and practices; and various other leadership, management and workplace issues.

In TALIS Starting Strong 2024, it is our intention to draw a picture of the different environments and practices in early learning and care (ELC) settings in the participating countries. Countries and individuals may differ in their ELC 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 country and, for example, by the type of early learning and care (ELC) setting within a country, you are guaranteed that neither you, this early learning and care (ELC) setting, nor any early learning and care (ELC) 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 'Early Years Lead Educator/Early Years Educator' refers to: an individual who leads, supports or assists practice for a group of children at the room level and works directly with children and their families. This may be ELC provision for children age 3 and above or ELC provision for children under 3.
- In this questionnaire 'ELC setting Manager/Deputy Manager' refers to: individual(s) responsible for the managerial and/or pedagogical leadership at the service. As part of the leadership role this individual may be responsible for the monitoring of children, the supervision of other staff, contact with parents and guardians, and/or planning, preparation and carrying out of the pedagogical work in the centre. Managers may also spend part of their time working with the children. They may or may not work with children.
- In this questionnaire 'this early learning and care (ELC) setting' refers to: a Tusla registered setting providing early learning and care to children aged from birth to six years.
 - If you are an ELC setting Manager/ Deputy Manager working in more than one early learning and care (ELC) setting, when answering the questions please refer to the early learning and care (ELC) 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.
- If you do not wish to answer a question, the question can be skipped by selecting the next question. It is not mandatory to answer every question.
- This questionnaire must be completed by end of 30th April 2024. When you have completed the questionnaire, there is no need to do anything else other than exiting the program.
- 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 contacting the CSO at the email address: TALIS@cso.ie or via telephone: 021 453 5110.

Thank you very much for your participation!

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

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

16

17

What is your gender?

Please mark one choice.

☐ Female

☐ Male

☐ Non-binary or diverse

previous page

next page

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

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

Do you speak any of the languages used by children who are second language learners, excluding the main language(s) used at this early learning and care (ELC) setting?

Please mark one choice.

☐ Yes

☐ No

☐ There are no 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

Which of the following categories best represents your role at this early learning and care (ELC) setting?

Please mark one choice to indicate which category best represents your role in general when working at this early learning and care (ELC) setting.

- ☐ ELC setting Manager/ Deputy Manager
Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the early learning and care (ELC) setting
- ☐ Teacher (Early Years Lead Educator)
Individuals responsible for the care and education of a group of children (e.g. educators)
- ☐ Assistant (Early Years Educator)
Individuals assisting with the care and education of children (e.g. assistants)
- ☐ Staff for individual children
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 (Student or Volunteer)
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

What is your employment status as an Early Years Lead Educator/ Early Years Educator at this early learning and care (ELC) setting?

Employment status refers to the type of contract agreement you work under in this early learning and care (ELC) 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
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35

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 family leaves (e.g. maternity, paternity, parent's or 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 Early Years Lead Educator/ Early Years Educator at this early learning and care (ELC) setting.

b) Year(s) working as an Early Years Lead Educator/ Early Years Educator 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/ au pair, 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 Early Years Lead Educator/ Early Years Educator)

previous page

next page

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

How many hours do you usually work each week for this early learning and care (ELC) setting?

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

If you work at multiple early and learning care (ELC) settings, please only include hours worked for the early learning and care (ELC) setting where you received this questionnaire.

Paid working hours

Additional unpaid working hours

previous page

next page

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

Do you currently work as an Early Years Lead Educator/ Early Years Educator at more than one early learning and care (ELC) setting?

Please mark one choice.

☐ Yes

☐ No

previous page

next page

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19

If 'Yes' in the previous question, please indicate at how many other early learning and care (ELC) settings you currently work as an Early Years Lead Educator/ Early Years Educator.

Please write a number.

Early learning and care (ELC) setting(s)

previous page

next page

- 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

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

Please mark one choice.

- ☐ No Formal Education or Training
- ☐ Primary Education (NFQ Levels 1 or 2)
- ☐ Lower Secondary Education (NFQ Level 3 - Junior/Inter/Group Certificate)
- ☐ Upper Secondary Education (NFQ Levels 4 or 5 - Leaving Certificate)
- ☐ Technical or Vocational (NFQ Level 4 or 5)
- ☐ Advanced Certificate or Completed Apprenticeship (NFQ Level 6)
- ☐ Higher Certificate (NFQ Level 6)
- ☐ Ordinary Bachelor Degree or Higher Diploma (NFQ Level 7)
- ☐ Honours Bachelor Degree/Professional Qualification or Both (NFQ Level 8)
- ☐ Postgraduate Diploma or Master's Degree (NFQ Level 9)
- ☐ Doctorate (Ph.D.) or Higher (NFQ Level 10)

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
- 30
- 31

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

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

Please mark one choice in each row.

	Yes	No
a) An upper secondary education (NFQ Levels 4 or 5 - Leaving Certificate) programme	<input type="checkbox"/>	<input type="checkbox"/>
b) A technical or vocational (NFQ Levels 4 or 5), apprenticeship or advanced/higher certificate (NFQ Level 6) programme	<input type="checkbox"/>	<input type="checkbox"/>
c) A Bachelor's degree or equivalent (NFQ Level 7 or 8) programme	<input type="checkbox"/>	<input type="checkbox"/>
d) A postgraduate diploma or Master's degree (NFQ Level 9) programme or higher	<input type="checkbox"/>	<input type="checkbox"/>
e) Other certified education or training programme	<input type="checkbox"/>	<input type="checkbox"/>
f) Other education or training programme that did not lead to a qualification or certificate	<input type="checkbox"/>	<input type="checkbox"/>

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

Did the programme(s) that prepared you to work with children include practical training?

'Practical training' refers to working in an early learning and care (ELC) setting directly with children under supervision as part of the education or training programme.

Please mark one choice.

☐ Yes

☐ No

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
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44

Were the following elements included in any of your education or training programmes 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) Room/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 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, families or guardians	<input type="checkbox"/>	<input type="checkbox"/>
n) Supporting children's transitions to other early learning and care (ELC) settings or to primary schools	<input type="checkbox"/>	<input type="checkbox"/>

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

Early Learning and Care (ELC) Setting Background Information

previous page

next page

- 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

Which best describes this early learning and care (ELC) setting’s location?

Please mark one choice.

- ☐ A village 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

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

Thinking about the neighbourhood where this early learning and care (ELC) 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, migrant 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

- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32

Which of the following statements best describes this early learning and care (ELC) setting’s location?

Please mark all that apply.

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

previous page

next page

Did this early learning and care (ELC) 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 early learning and care (ELC) 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 early learning and care (ELC) setting by parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Direct payments to early learning and care (ELC) 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 benefactors, donations, parent/guardian fundraising)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Is this early learning and care (ELC) setting part of a chain/franchise of early learning and care (ELC) settings?

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

Please mark one choice.

- ☐ Yes
- ☐ No

previous page

next page

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

Is this early learning and care (ELC) setting a for-profit or a non-profit organisation?

Please mark one choice.

- ☐ For profit
This early learning and care (ELC) setting aims to make more money than its costs (a profit).
- ☐ Non-profit
This early learning and care (ELC) setting does not aim to make a profit, or all profits are re-invested into the early learning and care (ELC) setting.

previous page

next page

What is the number of children currently enrolled in early childhood education or below in this early learning and care (ELC) setting?

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

Please include all children attending this early learning and care (ELC) setting regardless of whether they attend on full-time or part-time basis.

Children

previous page

next page

During the last 12 months, were there children who wanted to enrol at this early learning and care (ELC) 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

- 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
- 65

Please estimate the number of children in this early learning and care (ELC) 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 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 migrant 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.

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 first language is different from the language(s) used at the early learning and care (ELC) setting

d) Children with special education needs

e) Children from socio-economically disadvantaged homes

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

g) Children who are refugees

h) Children from the Irish Traveller community

i) Children from the Roma community

Professional Development

In this section, 'professional development' is defined as activities that are designed to develop an individual's skills, knowledge and expertise as an Early Years Lead Educator/ Early Years Educator (or more generally, as a professional).

Please only consider professional development activities you have taken after joining the profession as an Early Years Lead Educator/ Early Years Educator.

previous page

next page

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

'Coaching programme' refers to activities where Early Years Lead Educators/ Early Years Educators have a dedicated coach that supports them in improving their practice.

An 'induction/orientation programme' involves activities designed to support Early Years Lead Educators/ Early Years Educators and ELC setting Managers/ Deputy Managers who are introduced into the ELC profession or who are new to an early learning and care (ELC) 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 Early Years Lead Educators/ Early Years Educators 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 programme (e.g. a degree programme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Planned visits to other early learning and care (ELC) settings to inform my practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Coaching programme as part of a formal early learning and care (ELC) setting arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Formal or informal networks of Early Years Lead Educators/ Early Years Educators for the purpose of professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Induction/orientation programme	<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"/>

- 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

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

Please mark one choice in each row.

	Yes	No
a) 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) Room/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 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 early learning and care (ELC) settings or to primary education	<input type="checkbox"/>	<input type="checkbox"/>

Thinking of the professional development 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

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) 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) Room/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 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 early learning and care (ELC) settings or to primary schools	<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

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites 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 is delivered is difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Professional development is too expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Professional development 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 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

25

26

27

28

29

30

31

32

33

34

35

36

37

Professional Practices and Beliefs

previous page

next page

How strongly do you agree or disagree with these statements as applied to this early learning and care (ELC) 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 Early Years Lead Educators/ Early Years Educators 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 Early Years Lead Educators/ Early Years Educators to participate in regular room/playgroup/group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Parents or guardians are encouraged by Early Years Lead Educators/ Early Years Educators to contribute to room/playgroup/group level decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Parents or guardians are encouraged by Early Years Lead Educators/ Early Years Educators to take on early learning and care (ELC) 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 early learning and care (ELC) decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents or guardians communicate with Early Years Lead Educators/ Early Years Educators using a digital platform (e.g. email, instant messaging apps).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When considering daily interactions with children, to what extent do the following apply to this early learning and care (ELC) 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 emphasise 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 second language learners in the room/playgroup/group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 early learning and care (ELC) 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"/>

- 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



30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

Work Week

previous page

next page

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this early learning and care (ELC) setting?

Include tasks that took place during evenings, weekends or other out of room/playgroup/group/ early learning and care (ELC) 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

Approximately how many hours did you spend on the following activities during your most recent complete calendar week, in your job at this early learning and care (ELC) 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 room/playgroup/group /early learning and care (ELC) 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 early learning and care (ELC) setting

Hours in total

b) Time spent without contact with children at this early learning and care (ELC) 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 Early Years Lead Educators/ Early Years Educators

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 early learning and care (ELC) setting

Hours in total

g) Participating in early learning and care (ELC) 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 early learning and care (ELC) 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 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 early learning and care (ELC) 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) Verbalised 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"/>

- 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

How often did you do the following at this early learning and care (ELC) 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

- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58

How often did you do the following at this early learning and care (ELC) 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

-
- 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
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77

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 inclusive of early childhood education and pre-primary education 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

-
- 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
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

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

-
- 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
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

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

-
- 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
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

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 Early Years Lead Educators/ Early Years Educators.	<input type="checkbox"/>	<input type="checkbox"/>
c) Collaborating or speaking with parents or guardians from this early learning and care (ELC) setting	<input type="checkbox"/>	<input type="checkbox"/>
d) Participating in early learning and care (ELC) 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"/>

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
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

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 recognised 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 second language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

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"/>

-
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

Early Learning and Care (ELC) Setting Pedagogical and Administrative Leadership

These questions are about the leadership in this early learning and care (ELC) 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 early learning and care (ELC) setting?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) Communication with staff and/or leaders from other early learning and care (ELC) 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 like Tusla)	<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 early learning and care (ELC) setting receive the following types of external inspection/monitoring?

'External inspection/monitoring' refers to the practice of evaluating the early learning and care (ELC) 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"/>

- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

How often do the following activities take place at this early learning and care (ELC) 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 early learning and care (ELC) 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 early learning and care (ELC) setting engages children in activities related to caring for the environment (e.g. recycling materials, maintaining a garden, minimising food waste).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The early learning and care (ELC) 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 early learning and care (ELC) 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"/>

previous page

next page

- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74

How often do the following assessments of children's development, well-being and learning take place in this early learning and care (ELC) 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) Early Years Lead Educators/ Early Years Educators 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) Early Years Lead Educators/ Early Years Educators 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

- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

In this early learning and care (ELC) 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, Early Years Lead Educators/ Early Years Educators 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 Early Years Lead Educators/ Early Years Educators that are representative of the diverse backgrounds of the children and families served	<input type="checkbox"/>	<input type="checkbox"/>

previous page

next page

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

-
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

To what extent do the following statements apply to this early learning and care (ELC) 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 early learning and care (ELC) 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

- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

To what extent do the following issues hinder this early learning and care (ELC) 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, regional or national 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"/>

- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

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 early learning and care (ELC) 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 early learning and care (ELC) 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 Early Years Lead Educator/ Early Years Educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I need more support from local, regional or national 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 Early Years Lead Educator/ Early Years Educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think that Early Years Lead Educators/ Early Years Educators 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"/>

- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78

In your experience as an Early Years Lead Educator/ Early Years Educator at this early learning and care (ELC) 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

- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55
- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

Thinking about your job at this early learning and care (ELC) 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, regional or national authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Managing room/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 room/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"/>

- 56
- 57
- 58
- 59
- 60
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

How likely are each of the following factors to cause you to leave your role as Early Years Lead Educator/ Early Years Educator 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 in either primary schools or above primary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work in a different job not in the ELC 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 programme	<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

Supplementary Questions

previous page

next page

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

In what country were you born?

Please mark one choice.

☐ Ireland

☐ Brazil

☐ Hungary

☐ Italy

☐ Lithuania

☐ Poland

☐ Romania

☐ Spain

☐ Ukraine

☐ United Kingdom

☐ Other

57

58

What is your ethnic group/background?

59

Please mark one choice.

60

61

☐ White - Irish

62

63

☐ White - Irish Traveller

64

☐ White - Roma

65

66

☐ White - Any other white background

67

☐ Black or Black Irish - African

68

☐ Black or Black Irish - Any other Black background

69

70

☐ Asian or Asian Irish - Chinese

71

☐ Asian or Asian Irish - Indian/Pakistani/Bangladeshi

72

73

☐ Asian or Asian Irish - Any other Asian background

74

☐ Other, including mixed group/background - Arab

75

76

☐ Other, including mixed group/background - Mixed

77

☐ Other, including mixed group/background - Other

78

79

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

What is your first language?

Please mark one choice.

☐ Irish

☐ English

☐ Hungarian

☐ Italian

☐ Lithuanian

☐ Polish

☐ Portuguese

☐ Romanian

☐ Russian

☐ Spanish

☐ Ukrainian

☐ Other

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

How would you describe your knowledge of the English language?

Please mark one choice.

- ☐ I have no understanding.
- ☐ I understand and can use a few words and phrases.
- ☐ I can understand and use common everyday expressions and use basic sentences.
- ☐ I can understand and communicate quite well.
- ☐ I can understand and use the language fluently. I have mastered the language almost completely.

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

How would you describe your knowledge of the Irish language?

Please mark one choice.

☐ I have no understanding.

☐ I understand and can use a few words and phrases.

☐ I can understand and use common everyday expressions and use basic sentences.

☐ I can understand and communicate quite well.

☐ I can understand and use the language fluently. I have mastered the language almost completely.

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

Is this early learning and care (ELC) setting a private for-profit organisation or a community not-for-profit organisation?

Please mark one choice.

- ☐ Private – for profit
This is an early learning and care (ELC) setting managed by a private individual or business for profit.
- ☐ Community - not for profit
This is an early learning and care (ELC) setting managed by a community non-government organisation.

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

What are your current working hours in your early learning and care (ELC) role?

Please mark one choice.

- ☐ Full-time (more than 90% of full-time hours)
- ☐ Part-time (71-90% of full-time hours)
- ☐ Part-time (50-70% of full-time hours)
- ☐ Part-time (less than 50% of full-time hours)

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

What would be your preferred working hours in your early learning and care (ELC) role?

Please mark one choice.

- ☐ Full-time (more than 90% of full-time hours)
- ☐ Part-time (71-90% of full-time hours)
- ☐ Part-time (50-70% of full-time hours)
- ☐ Part-time (less than 50% of full-time hours)

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

How many weeks do you work per year in your early learning and care (ELC) role?

Please mark one choice.

- ☐ Up to 38 weeks
- ☐ More than 38 weeks up to 42 weeks
- ☐ More than 42 weeks up to 48 weeks
- ☐ More than 48 weeks

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

How many weeks would you prefer to work per year in your early learning and care (ELC) role?

Please mark one choice.

- ☐ Up to 38 weeks
- ☐ More than 38 weeks up to 42 weeks
- ☐ More than 42 weeks up to 48 weeks
- ☐ More than 48 weeks

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

Is all or part of your salary funded through the Access and Inclusion Model?

Please mark one choice.

- ☐ Yes
- ☐ No

previous page

next page

-
- 61
- 62
- 63
- 64
- 65
- 66
- 67
- 68
- 69
- 70
- 71
- 72
- 73
- 74
- 75
- 76
- 77
- 78
- 79

Are you an Inclusion Coordinator?

Please mark one choice.

- ☐ Yes
- ☐ No

previous page

next page

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

This is the end of the questionnaire.

Thank you very much for your participation!

previous page

EXIT