



**Organisation for Economic Co-operation and Development
(OECD)**

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

Leader Questionnaire

Main Study 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

LQ_Headline_Background_en-IE

Your Background Information

These questions are about you, your education and your position as ELC setting Manager/ Deputy Manager. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

LQ_01_en-IE

What is your gender?

Please mark one choice.

☐

Female

☐

Male

☐

Non-binary or diverse

LQ_02_en-IE

How old are you?

Please write a number.

Years

LQ_04_en-IE

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

'Pedagogical leadership' refers to the part of an ELC setting Manager's/Deputy Manager's role that focuses on oversight of pedagogical practice in the early learning and care (ELC) setting. This includes actions that an ELC setting Manager/Deputy Manager takes, or delegates to others, to facilitate or enhance the planning, preparation and carrying out of the pedagogical work in the early learning and care (ELC) setting.

Please mark one choice in each row.

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

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

LQ_07_en-IE

During the last 12 months, did you participate in any of the following professional development activities aimed at you as an ELC setting Manager/Deputy Manager?

'Professional development' is defined as activities that are designed to develop an individual's skills, knowledge and expertise as an ELC setting Manager/Deputy Manager (or more generally as a professional).

An 'induction/orientation programme' involves activities designed to support Early Years Lead Educator(s)/ Early Years Educator(s) 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 and
virtual/online

No

a) Courses/seminars/workshops

☐☐☐☐

b) Conferences where Early Years Lead Educator(s)/ Early Years Educator(s) and/or ELC setting Managers/Deputy Managers and/or researchers present their research or discuss education and care issues

☐☐☐☐

c) Qualification programme (e.g. a degree programme)

☐☐☐☐

d) Planned visits to other early learning and care (ELC) settings

☐☐☐☐

e) Coaching programme as part of a formal early learning and care (ELC) setting arrangement

☐☐☐☐

f) Formal or informal networks of Early Years Lead Educators/ Early Years Educators and/or ELC setting Managers/ Deputy Managers for the purpose of professional learning

☐☐☐☐

g) Induction/orientation programme

☐☐☐☐

LQ_08 (Form B)_en-IE

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) Knowledge and understanding of new developments in leadership research and theory

☐☐

- b) Knowledge and understanding of current national or local policies on early learning and care

☐☐

- c) Using data for improving the quality of the early learning and care (ELC) setting (e.g. feedback from Early Years Lead Educators/ Early Years Educators and parents or guardians)

☐☐

- d) Designing the early learning and care (ELC) setting's goals for children's development, well-being and learning

☐☐

e) Knowledge and understanding of research and theories on pedagogy of young children

☐☐

f) Using digital resources and tools to facilitate early learning and care (ELC) setting management (e.g. to support the work of Early Years Lead Educators/ Early Years Educators, to communicate with parents or guardians)

☐☐

g) Collaborating with parents or guardians

☐☐

h) Collaborating with other early learning and care (ELC) settings or primary schools

☐☐

i) Collaborating with community services (e.g. health services, social services)

☐☐

j) Observing Early Years Lead Educators/ Early Years Educators practices and Early Years Lead Educators/ Early Years Educators-child interactions

☐☐

k) Providing effective feedback to Early Years Lead Educators/ Early Years Educators

☐☐

l) Promoting the well-being of Early Years Lead Educators/ Early Years Educators	<input type="checkbox"/>	<input type="checkbox"/>
m) Human resource management	<input type="checkbox"/>	<input type="checkbox"/>
n) Financial management	<input type="checkbox"/>	<input type="checkbox"/>
o) Promoting equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>

LQ_08 (Form A) LQ_09 (Form B)_en-IE

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

Please mark one choice in each row.

No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of new developments in leadership research and theory			

☐☐☐☐

b) Knowledge and understanding of current national or local policies on early learning and care

☐☐☐☐

c) Using data for improving the quality of the early learning and care (ELC) setting (e.g. feedback from Early Years Lead Educators/ Early Years Educators and parents or guardians)

☐☐☐☐

d) Designing the early learning and care (ELC) setting's goals for children's development, well-being and learning

☐☐☐☐

e) Knowledge and understanding of research and theories on pedagogy of young children

☐☐☐☐

f) Using digital resources and tools to facilitate early learning and care (ELC) setting management (e.g. to support the work of Early Years Lead Educators/ Early Years Educator, to communicate with parents or guardians)

☐☐☐☐

g) Collaborating with parents or guardians

☐☐☐☐

h) Collaborating with other early learning and care (ELC) settings or primary schools

☐☐☐☐

i) Collaborating with community services (e.g. health services, social services)

☐☐☐☐

j) Observing Early Years Lead Educators/ Early Years Educators practices and Early Years Lead Educators/ Early Years Educators -child interactions

☐☐☐☐

k) Providing effective feedback to Early Years Lead Educators/ Early Years Educators

☐☐☐☐

l) Promoting the well-being of Early Years Lead Educators/ Early Years Educators

☐☐☐☐

m) Human resource management

☐☐☐☐

n) Financial management

☐☐☐☐

o) Promoting equity and diversity

☐☐☐☐

LQ_09 (Form A) LQ_10 (Form B)_en-IE

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).

☐☐☐☐

b) I lack the skills to use necessary digital resources and tools.

☐☐☐☐

c) I do not have access to necessary digital resources and tools.

☐☐☐☐

d) Transportation to and/or from the location where the professional development is delivered is difficult.

☐☐☐☐

e) Professional development is too expensive.

☐☐☐☐

f) Professional development conflicts with my work schedule.

☐☐☐☐

g) I do not have time due to other commitments or responsibilities.

☐☐☐☐

h) There is no professional development offered in areas of my interest.

☐☐☐☐

i) There are no incentives to participate.

☐☐☐☐

j) There are insufficient staff to fill-in for my absence.

☐☐☐☐

LQ_Headline_ECCEC_Setting_Background_en-IE

Early Learning and Care (ELC) Setting Background Information

LQ_10 (Form A) LQ_11 (Form B)_en-IE

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)

LQ_12 (Form B)_en-IE

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.

☐☐☐☐

b) There is vandalism.

☐☐☐☐

c) People from diverse backgrounds (e.g. different ethnicity or culture, migrant background, sexual or gender minorities) experience insults or attacks.

☐☐☐☐

d) There are public places where children can play safely.

☐☐☐☐

e) There are nearby services for families (e.g. health services, social services).

☐☐☐☐

f) There are drug-related problems.

☐☐☐☐

LQ_12 (Form A) LQ_13 (Form B)_en-IE

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
-

LQ_13 (Form A) LQ_14 (Form B)_en-IE

Are there Early Years Lead Educators/ Early Years Educators at this early learning and care (ELC) setting who speak the language of parents or guardians who do not speak the main language(s) used at this early learning and care (ELC) setting?

Please mark one choice.

- ☐ Yes, there are Early Years Lead Educators/ Early Years Educators who can communicate with all parents or guardian who do not speak the main language(s) used at this early learning and care (ELC) setting.
- ☐ Yes, there are Early Years Lead Educators/ Early Years Educators who can communicate with some parents or guardians who do not speak the main language(s) used at this early learning and care (ELC) setting.
- ☐ No, there are no Early Years Lead Educators/ Early Years Educators who can communicate with parents or guardians who do not speak the main

- ☐ language(s) used at this early learning and care (ELC) setting.
- ☐ All parents or guardians speak the main language(s) used at this early learning and care (ELC) setting.
-

LQ_14 (Form A) LQ_15 (Form B)_en-IE

How is the work with children organised at this early learning and care (ELC) setting?

'Closed/core group' refers to a learning environment where children are assigned a specific room or space where they spend most of their time at the early learning and care (ELC) setting. While they mostly engage with the children in their closed/core group, they may interact with other children in the early learning and care (ELC) setting in a shared space. At least one Early Years Lead Educator(s)/ Early Years Educator(s) works with the closed/core group every day.

'Open group/free flow environment' refers to a learning environment where children are not assigned to a specific room or space but are free to move between rooms or spaces depending on their own interest. The Early Years Lead Educator(s)/ Early Years Educator(s) overseeing an 'Open group/free flow environment' can change.

Please mark one choice.

- ☐ Early Years Lead Educator(s)/ Early Years Educator(s) work exclusively in closed/core groups.
- ☐ Early Years Lead Educator(s)/ Early Years Educator(s) work mostly in closed/core groups with occasional use of open group/free flow environments.

- ☐ Early Years Lead Educator(s)/ Early Years Educator(s) work mostly in open group/free flow environments.
-

LQ_18 (Form A) LQ_19 (Form B)_en-IE

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

LQ_19 (Form A) LQ_20 (Form B)_en-IE

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.
-

LQ_21 (Form A) LQ_22 (Form B)_en-IE

Please indicate the number of Early Years Lead Educators/ Early Years Educators (head count) in this early learning and care (ELC) setting for each of the categories below.

Count any Early Years Lead Educators/ Early Years Educators members who began work or left the early learning and care (ELC) setting for any reason, including retirement, parental leave, and temporary teaching.

Include all staff who work at the early learning and care (ELC) setting premises on a regular basis, including yourself and both part-time and full-time Early Years Lead Educators/ Early Years Educators, whether or not they are directly employed by the early learning and care (ELC) setting.

Include staff working with children in early childhood education or below at this early learning and care (ELC) setting.

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

- a) Early Years Lead Educators/ Early Years Educators who began work at this early learning and care (ELC) setting during the last 12 months

- b) Early Years Lead Educators/ Early Years Educators who permanently left this early learning and care (ELC) setting during the last 12 months

- c) Early Years Lead Educators/ Early Years Educators who temporarily did not work at this early learning and care (ELC) setting during the last 12 months (e.g. They were on extended leave, sabbatical, parental leave)

LQ_22 (Form A)_en-IE

Please indicate the number of Early Years Lead Educators/ Early Years Educators(head count) who were absent due to sick leave on the most recent Tuesday that this early learning and care (ELC) setting was in session.

Only include Early Years Lead Educators/ Early Years Educators that work 'in direct contact with children'. These are Early Years Lead Educators/ Early Years Educators that are responsible, alone or with colleagues, for children's development, well-being and learning.

Include staff working with children in early childhood education or below at this early learning and care (ELC) setting.

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

Early Years Lead Educators/ Early Years Educators absent due to temporary sick leave

LQ_24 (Form A) LQ_25 (Form B)_en-IE

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

LQ_25 (Form A) LQ_26 (Form B)_en-IE

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.

LQ_28 (Form B)_en-IE

To what extent do you agree with the following statements about the physical space at this early learning and care (ELC) setting?

Please mark one choice in each row.

Strongly
disagree

Disagree

Agree

Strongly agree

Not applicable

a) There is adequate ventilation for healthy airflow.

☐☐☐☐☐

b) There is an adequate amount of furniture for each child (e.g. chairs, tables).

☐☐☐☐☐

c) Indoor space is arranged so that children can easily move around.

☐☐☐☐☐

d) The background noise level in the room/playgroup/group does not interfere with interactions.

☐☐☐☐☐

e) The roof, ceiling, walls and floor are in good shape (e.g. have no leaks, mould).

☐☐☐☐☐

f) Children can access a bathroom easily.

☐☐☐☐☐

g) Outdoor space is arranged so that children can easily move around.

☐☐☐☐☐

h) Outdoor space has shaded areas.

☐☐☐☐☐

LQ_28 (Form A) LQ_29 (Form B)_en-IE

Which of the following induction/orientation activities are available at this early learning and care (ELC) setting?

'Induction/orientation activities' are designed to support Early Years Lead Educators/ Early Years Educators and ELC setting Manager/Deputy Manager who are introduced into the ELC profession or who are new to an early learning and care (ELC) setting. They are either organised in structured programmes or informally arranged as separate activities.

Please mark one choice in each row.

Yes

No

a) Courses/seminars/workshops attended in person

☐☐

b) Online courses/seminars/workshops

☐☐

c) Supervision by the ELC setting Manager/Deputy Manager and/or experienced Early Years Lead Educators/ Early Years Educators

☐☐

d) Networking/collaboration with other early learning and care (ELC) settings

☐☐

e) Observation visits to other room/playgroup/group at this early learning and care (ELC) setting

☐☐

f) Working in a team with experienced Early Years Lead Educators/ Early Years Educators

☐☐

g) Use of portfolios/diaries/journals for self-reflection on own practice

☐☐

h) Reduced work load

☐☐

i) General/administrative introduction

☐☐

j) Coaching programme

☐☐

LQ_Headline_Ped_Admin_Leadership_en-IE

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) or provide figures where necessary.

LQ_29 (Form A) LQ_30 (Form B)_en-IE

Regarding this early learning and care (ELC) setting, who has a significant responsibility for the following tasks?

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

Please mark as many choices as appropriate in each row.

	Me	Other members of the staff	Early learning and care (ELC) setting governing board	Local, regional, or national authority	Not applicable
a) Appointing or hiring Early Years Lead Educators/ Early Years Educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Dismissing or suspending Early Years Lead Educators/ Early Years Educators from employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establishing Early Years Lead Educators/ Early Years Educators salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Deciding on budget allocations within the early learning and care (ELC) setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Establishing Early Years Lead Educators/ Early Years Educators schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐☐☐☐☐

f) Planning for professional development activities for the Early Years Lead Educators/ Early Years Educators

☐☐☐☐☐

g) Establishing plans for assessment and monitoring of children's development, well-being and learning

☐☐☐☐☐

h) Approving children for admission to the early learning and care (ELC) setting

☐☐☐☐☐

i) Establishing the curriculum framework for supporting children's development, well-being and learning

☐☐☐☐☐

j) Choosing which materials/toys are used

☐☐☐☐☐

k) Deciding which activities for children are offered

☐☐☐☐☐

l) Deciding what information is given to parents or guardians on the early learning and care (ELC) setting

☐☐☐☐☐

m) Deciding what information is given to parents or guardians on their child's development, well-being and learning

LQ_30 (Form A)_en-IE

On average throughout the last 12 months, what percentage of time in your role as an ELC setting Manager/Deputy Manager did you spend on the following tasks in this early learning and care (ELC) setting?

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

a) Administrative leadership tasks and meetings

Including regulations, reports, budget, preparing for audit, responding to requests from district, regional, state, or national officials, strategic planning, developing early learning and care (ELC) setting improvement plans, and human resource and personnel issues such as hiring Early Years Lead Educators/ Early Years Educators

 %

b) Pedagogical leadership

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

%

c) Interactions with children

Including taking part in learning or play activities, taking care of children

 %

d) Interactions with parents or guardians

Including formal and informal interactions

 %

e) Interactions with other stakeholders

Including interactions with other early learning and care (ELC) settings, schools, child, family or social services, child development specialists, health-related services

 %

f) Other

 %

100 % Total

LQ_31 (Form A) LQ_33 (Form B)_en-IE

Please indicate how frequently you engaged in the following activities in this early learning and care (ELC) setting during the last 12 months.

Please mark one choice in each row.

Never

Less than
monthly

Monthly

Weekly

Daily

- a) I collaborated with Early Years Lead Educators/ Early Years Educators to improve how children play together.

☐☐☐☐☐

- b) I observed Early Years Lead Educators/ Early Years Educators practices and staff-child interactions.

☐☐☐☐☐

- c) I provided feedback to Early Years Lead Educators/ Early Years Educators based on my observations.

☐☐☐☐☐

- d) I took actions to support co-operation among Early Years Lead Educators/ Early Years Educators to develop new approaches to ELC practices.

☐☐☐☐☐

- e) I took actions to ensure that Early Years Lead Educators/ Early Years Educators take responsibility for improving their skills in working with children.

☐☐☐☐☐

- f) I worked on developing, revising or communicating a vision for this early learning and care (ELC) setting.

☐☐☐☐☐

g) I made changes in early learning and care (ELC) setting policies or practices based on monitoring results and external evaluation.

☐☐☐☐☐

h) I facilitated improvements in the indoor or outdoor space used for children's development, well-being and learning.

☐☐☐☐☐

i) I took actions to improve this early learning and care (ELC) setting's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling).

☐☐☐☐☐

LQ_32 (Form A) LQ_34 (Form B)_en-IE

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

☐☐☐☐☐

b) Communication with primary school principals or teachers

☐☐☐☐☐

c) Cooperation with child, family or social services (e.g. child protection agency, family support services like Tusla)

☐☐☐☐☐

d) Collaboration with health-related services (e.g. health services providing screening and support for children or families)

☐☐☐☐☐

e) Consultation with child development specialists (e.g. speech therapists, psychologists)

☐☐☐☐☐

f) Informal communication with parents or guardians (e.g. conversations on children's development or activities)

☐☐☐☐☐

g) Formal communication with parents or guardians (e.g. parent-staff meetings)

☐☐☐☐☐

h) Visits to children's homes to help parents or guardians reinforce children's well-being, development and learning

☐☐☐☐☐

LQ_33 (Form A) LQ_35 (Form B)_en-IE

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"/>

LQ_34 (Form A) LQ_36 (Form B)_en-IE

Does this early learning and care (ELC) setting undertake any of the following activities in order to facilitate children's transition to a new early learning and care (ELC) setting or school?

Please mark one choice in each row.

Yes

No

- a) Communicate with early learning and care (ELC) settings or primary schools about children making transitions

☐☐

- b) Organise visits to the next early learning and care (ELC) setting or primary education schools for children making transitions

☐☐

- c) Hold meetings with staff across early learning and care (ELC) settings or primary schools

☐☐

- d) Offer in-service training sessions for the Early Years Lead Educators/ Early Years Educators regarding transition issues

☐☐

- e) Work with local authorities to develop transition programmes

☐☐

- f) Provide activities for parents or guardians to understand the transition (e.g. information sessions, meetings with parents or guardians, home visits)

☐☐

LQ_35 (Form A) LQ_37 (Form B)_en-IE

How often does this early learning and care (ELC) setting, either alone or in conjunction with another organisation, provide any of the following to parents or guardians?

Please mark one choice in each row.

Never

Less than
once a
year

Once every
year

Several
times a
year

Monthly

Several
times a
month

- a) Workshops or courses for parents or guardians regarding child rearing or child development

9

1

7

1

1

7

- b) Support for parents' or guardians' involvement with the operation of the early learning and care (ELC) setting (e.g. fund raising, cleaning of the early learning and care (ELC) setting)

☐

1

- c) Meetings to allow parents or guardians to contribute to early learning and care (ELC) setting management decisions

5

11

- d) Setting up events for families and prospective parents or guardians to visit the early learning and care (ELC) setting

1

LQ_36 (Form A) LQ_38 (Form B)_en-IE

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.

9

1

7

7

7

7

- 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).

1

9

9

7

9

- c) The early learning and care (ELC) setting has excursions to libraries, museums or other cultural learning institutions.

1

9

1

7

7

- d) The early learning and care (ELC) setting has excursions to cultural performances e.g. music, dance, theatre.

1

9

7

7

7

LQ_37 (Form A) LQ_39 (Form B)_en-IE

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"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

LQ_38 (Form A) LQ_40 (Form B)_en-IE

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)

☐☐

- b) Including books and pictures featuring people from a variety of ethnic and cultural groups

☐☐

- c) Including books and pictures featuring people with different physical needs

☐☐

- d) Including books and pictures featuring diverse family structures (e.g. single parent families, families with parents from sexual or gender minorities)

☐☐

- e) Employing Early Years Lead Educators/ Early Years Educators that are representative of the diverse backgrounds of the children and families served

☐☐

Work Climate and Job Satisfaction

LQ_40 (Form A) LQ_42 (Form B)_en-IE

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) Early Years Lead Educators/ Early Years Educators have opportunities to actively participate in the decisions of the early learning and care (ELC) setting.

☐☐☐☐

- b) Parents or guardians have opportunities to actively participate in the decisions of the early learning and care (ELC) setting.

☐☐☐☐

- c) Children have opportunities to actively participate in decisions.

☐☐☐☐

d) There is a culture of shared responsibility for issues concerning the early learning and care (ELC) setting.

☐☐☐☐

e) I make the important decisions on my own.

☐☐☐☐

f) There is a collaborative culture in the early learning and care (ELC) setting which is characterised by mutual support.

☐☐☐☐

g) This early learning and care (ELC) setting encourages staff to lead new initiatives.

☐☐☐☐

LQ_41 (Form A) LQ_43 (Form B)_en-IE

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

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)

☐☐☐☐

b) Shortage or inadequacy of indoor space

☐☐☐☐

c) Shortage or inadequacy of outdoor play space

☐☐☐☐

d) Shortage or inadequacy of digital resources and tools

☐☐☐☐

e) Insufficient Internet access

☐☐☐☐

f) Insufficient utilities (e.g. drinking water, electricity, sewage/sanitation)

☐☐☐☐

g) Requirements from local, regional or national authorities

☐☐☐☐

h) Changes in available funding

☐☐☐☐

i) Early Years Lead Educator(s)/ Early Years Educator(s) absences

☐☐☐☐

j) Lack of opportunities or support for Early Years Lead Educator's/ Early Years Educator's professional development

☐☐☐☐

k) Shortage of Early Years Lead Educator(s)/ Early Years Educator(s) with competence in working with children from socio-economically disadvantaged homes

☐☐☐☐

l) Shortage of Early Years Lead Educator(s)/ Early Years Educator(s) with competence in working with children with special education needs

☐☐☐☐

m) Shortage of Early Years Lead Educator(s)/ Early Years Educator(s) with competence in working with children speaking another language than the language(s) used in the early learning and care (ELC) setting

☐☐☐☐

n) Shortage of qualified staff

☐☐☐☐

o) Shortage of staff for the number of enrolled children

☐☐☐☐

p) Lack of parent or guardian involvement and support

☐☐☐☐

LQ_42 (Form A) LQ_44 (Form B)_en-IE

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.

☐☐☐☐

b) Apart from my salary, I am satisfied with the terms of my ELC setting Manager/Deputy Manager contract/ employment (e.g. benefits, work schedule).

☐☐☐☐

c) I cannot influence decisions that are important for my work.

☐☐☐☐

d) I enjoy working at this early learning and care (ELC) setting.

☐☐☐☐

e) I am satisfied with the support that I receive from parents or guardians in this early learning and care (ELC) setting.

☐☐☐☐

f) I am satisfied with the support that I receive from the staff in this early learning and care (ELC) setting.

☐☐☐☐

g) I need more support from local, regional or national authorities.

☐☐☐☐

h) I think that Early Years Lead Educator(s)/ Early Years Educator(s) are valued in society.

☐☐☐☐

i) All in all, I am satisfied with my job.

☐☐☐☐

LQ_43 (Form A) LQ_45 (Form B)_en-IE

In your experience as an ELC setting Manager/Deputy Manager 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.

☐☐☐☐

b) My job leaves me time for my personal life.

☐☐☐☐

c) My job negatively impacts my mental health.

☐☐☐☐

d) My job negatively impacts my physical health.

☐☐☐☐

LQ_44 (Form A) LQ_46 (Form B)_en-IE

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 administrative work to do (e.g. filling out forms)

☐☐☐☐

b) Being held responsible for children's development, well-being and learning

☐☐☐☐

c) Keeping up with changing requirements from local, regional or national authorities

☐☐☐☐

d) Managing Early Years Lead Educator(s)/ Early Years Educator(s)

☐☐☐☐

e) Addressing parent or guardian concerns

☐☐☐☐

f) Accommodating children with special education needs

☐☐☐☐

g) Lacking human resources (e.g. insufficient roles, unfilled positions, absent staff)

☐☐☐☐

h) Lacking other resources (e.g. financial support and material resources)

☐☐☐☐

i) Lacking technical skills for the use of digital resources and tools

☐☐☐☐

j) Having to adapt my practice due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)

☐☐☐☐

LQ_03_ADL_en-IE

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

Please mark one choice.

☐

Below Upper Secondary Education (NFQ Level 4 or 5 - Leaving Certificate)

☐

Upper Secondary Education (NFQ Level 4 or 5 - Leaving Certificate)

☐

Technical or Vocational (NFQ Levels 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)

LQ_Headline_End_ADL_en-IE

This is the end of the questionnaire.

Thank you very much for your participation!

LQ_Introduction_ADL_en-IE

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.
 - 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.

- 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.
- This questionnaire should take approximately 45 minutes to complete.
- Guidelines for answering the questions are typed in *italics*.
- Most questions can be answered by marking the one most appropriate answer.
- 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!

LQ_26 (Form A) LQ_27 (Form B)_ADL_en-IE

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

☐

LQ_17 (Form A) LQ_18 (Form B)_ADL_en-IE

Is this early learning and care (ELC) setting publicly- or privately-managed?

Please answer with reference to the organisation responsible for the day-to-day management of the early learning and care (ELC) setting, regardless of the ownership or funding sources of the early learning and care (ELC) setting.

Please mark one choice.

- ☐ Publicly-managed
This is an early learning and care (ELC) setting managed by a public education authority, government agency, or municipality.
- ☐ Privately-managed
This is an early learning and care (ELC) setting managed by a non-government organisation.
-

LQ_39 (Form A)_a_en-IE

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

Please mark one choice in each row.

Very low
importance

Somewhat low
importance

Moderate
importance

Somewhat
high
importance

Very high
importance

a) Give children enriching experiences through play

☐☐☐☐☐

b) Prepare children for school

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

j) Foster children's joy for exploration and learning

☐☐☐☐☐

LQ_07_a_en-IE

Do you currently work as an ELC setting Manager/ Deputy Manager at more than one early learning and care (ELC) setting?

Please mark one choice.

☐

Yes

☐

No

LQ_08_a_en-IE

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

Please write a number.

☐

Early learning and care (ELC) setting(s)

LQ_Start_en-IE



**Organisation for Economic Co-operation and Development
(OECD)**

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

LQ_15 (Form A) LQ_16 (Form B)_ADL_en-IE

**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)

☐
☐
☐

b) Fees or charges paid directly or indirectly to the early learning and care (ELC) setting by parents or guardians

☐
☐
☐

c) Direct payments to early learning and care (ELC) setting by employers of parents or guardians

☐
☐
☐

d) Other non-governmental funding (e.g. funding from benefactors, donations, parent/guardian fundraising)

☐
☐
☐

LQ_20 (Form A) LQ_21 (Form B)_ADL_en-IE

For each type of position listed below, please indicate the number of Early Years Lead Educators/ Early Years Educators (head count) currently working in this early learning and care (ELC) setting.

Early Years Lead Educators/ Early Years Educators, including yourself, may fall into multiple categories. Please count these cases only once under the category which best represents their role most of the time.

Include all staff who work at the setting premises on a regular basis, including yourself and both part-time and full-time Early Years Lead Educators/ Early Years Educators, whether or not they are directly employed by the early learning and care (ELC) setting.

Include staff working with children in pre-primary education or below at this early learning and care (ELC) setting.

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

- a) ELC setting Managers/ Deputy Managers

Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the early learning and care (ELC) setting

- b) Teachers (Early Years Lead Educators)

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

- c) Assistants (Early Years Educators)

Individuals assisting with the care and education of children (e.g. assistants)

- d) Other Early Years Lead Educators/ Early Years Educators (e.g. staff for special tasks, interns, volunteers, students, inclusion co-ordinators, AIM workers)

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 ELC setting Manager/Deputy Manager at this early learning and care (ELC) setting

- b) Year(s) working as an ELC setting Manager/Deputy Manager in total

- c) Year(s) working in other roles in an early learning and care (ELC) setting in total (do not include years working as an ELC setting Manager/Deputy Manager)

- d) 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 in an early learning and care (ELC) setting)

National questions

In what country were you born?

Please mark one choice.

- ☐ Ireland
- ☐ Brazil
- ☐ Hungary
- ☐ Italy
- ☐ Lithuania
- ☐ Poland
- ☐ Romania
- ☐ Spain
- ☐ Ukraine
- ☐ United Kingdom
- ☐ Other

What is your ethnic group/ background?

Please mark one choice.

- ☐ White - Irish
- ☐ White - Irish Traveller
- ☐ White - Roma
- ☐ White - Any other white background
- ☐ Black or Black Irish - African
- ☐ Black or Black Irish - Any other Black background
- ☐ Asian or Asian Irish - Chinese
- ☐ Asian or Asian Irish - Indian/Pakistani/Bangladeshi
- ☐ Asian or Asian Irish - Any other Asian background
- ☐ Other, including mixed group/background - Arab
- ☐ Other, including mixed group/background - Mixed
- ☐ Other, including mixed group/background - Other

What is your first language?

Please mark one choice.

☐ Irish

☐ English

☐ Hungarian

☐ Italian

☐ Lithuanian

☐ Polish

☐ Portuguese

☐ Romanian

☐ Russian

☐ Spanish

☐ Ukrainian

☐ Other

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.

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.

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.

What is your employment status as an ELC Manager/Deputy Manager at this early learning and care (ELC) Setting?

Employment status refers to the type of contract agreement you have to work 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

What are your current working hours as an ELC Manager/Deputy Manager?

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)

What would be your preferred working hours as an ELC Manager/Deputy Manager?

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)

How many weeks do you work per year as an ELC Manager/Deputy Manager?

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

How many weeks would you prefer to work per year as an ELC Manager/Deputy Manager?

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

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

Please mark one choice.

☐ Yes

☐ No

Are you an Inclusion Coordinator?

Please mark one choice.

☐ Yes

☐ No