



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

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

Staff Questionnaire

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 purpose 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

SQ_Hheadline_Background_en-IE

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.

SQ_01_en-IE

What is your gender?

Please mark one choice.

☐

Female

☐

Male

☐

Non-binary or diverse

SQ_02_en-IE

How old are you?

Please write a number.

Years

SQ_04_en-IE

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.
-

SQ_05_en-IE

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
-

SQ_07_en-IE

Why do you work part-time as an Early Years Lead Educator/ Early Years Educator?

Please mark the choice which best describes why you work part-time.

- ☐ I was only looking for part-time work (e.g. due to health reasons, due to family commitments, due to further education).
- ☐ I was only offered part-time work (e.g. only part-time hours available, early learning and care (ELC) setting has limited opening hours).
-

SQ_09_en-IE

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
-

SQ_10_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 Early Years Lead Educator/ Early Years Educator.

Please write a number.

Early learning and care (ELC) setting(s)

SQ_13_en-IE

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

SQ_14 (Form A)_en-IE

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)

☐☐

b) Promoting play and peer interaction

☐☐

c) Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)

☐☐

d) Supporting children's social and emotional development

☐☐

e) Supporting children's interest to care for the environment

☐☐

f) Room/playgroup/group management

☐☐

g) Monitoring/documenting child development, well-being and learning

☐☐

h) Using digital resources and tools to facilitate working with children

☐☐

i) Working with second language learners

☐☐

j) Working with children with special education needs

☐☐

k) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)

☐☐

l) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)

☐☐

m) Working with parents, families or guardians

☐☐

n) Supporting children's transitions to other early learning and care (ELC) settings or to primary schools

☐☐

SQ_Headline_Professional_Development_en-IE

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.

SQ_15_en-IE

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 and
virtual/ online

No

a) Courses/seminars/workshops

☐☐☐☐

b) Conferences where Early Years Lead Educators/ Early Years Educators 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 to inform my practice

☐☐☐☐

e) Planned visits to other rooms/playgroups/groups at this early learning and care (ELC) setting to inform my practice

☐☐☐☐

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

☐☐☐☐

g) Formal or informal Early Years Lead Educator/ Early Years Educator networks for the purpose of professional learning

☐☐☐☐

h) Induction/orientation programme

☐☐☐☐

i) Other

☐☐☐☐

SQ_16_1_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) Theories on the development, well-being and learning of young children

☐☐

b) Child health, personal care and safety (e.g. hygiene, allergy, injury prevention)

☐☐

c) Promoting play and peer interaction

☐☐

d) Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)

☐☐

e) Supporting children's social and emotional development

☐☐

f) Supporting children's interest to care for the environment

☐☐

g) Room/playgroup/group management

☐☐

h) Monitoring/documenting child development, well-being and learning

☐☐

i) Using digital resources and tools to facilitate working with children

☐☐

j) Working with second language learners

☐☐

k) Working with children with special education needs

☐☐

l) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)

☐☐

m) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)

☐☐

n) Working with parents or guardians/families

☐☐

o) Supporting children's transitions to other early learning and care (ELC) settings or to primary education

☐☐

SQ_17_en-IE

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

SQ_19_en-IE

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

Please mark one choice in each row.

Yes

No

a) Release from working with children during regular working hours (e.g. reduced teaching time, days off, study leave)

☐☐

b) Monetary supplements for time spent outside working hours

☐☐

c) Reimbursement or payments of professional development costs (e.g. registration fees)

☐☐

| | | |
|---|--------------------------|--------------------------|
| d) Reimbursement for out-of-pocket costs (e.g. transportation, materials, food) | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Materials needed for the activities (e.g. office supplies) | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Non-monetary rewards (e.g. room/playgroup/group, resources/materials, book vouchers, software/apps) | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities) | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Increased salary | <input type="checkbox"/> | <input type="checkbox"/> |

SQ_20_1_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) Theories on the development, well-being and learning of young children

☐☐☐☐

b) Child health, personal care and safety (e.g. hygiene, allergy, injury prevention)

☐☐☐☐

c) Promoting play and peer interaction

☐☐☐☐

d) Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)

☐☐☐☐

e) Supporting children's social and emotional development

☐☐☐☐

f) Supporting children's interest to care for the environment

☐☐☐☐

g) Room/playgroup/group management

☐☐☐☐

h) Monitoring/documenting child development, well-being and learning

☐☐☐☐

i) Using digital resources and tools to facilitate working with children

☐☐☐☐

j) Working with second language learners

☐☐☐☐

k) Working with children with special education needs

☐☐☐☐

l) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)

☐☐☐☐

m) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)

☐☐☐☐

n) Working with parents or guardians/families

☐☐☐☐

o) Supporting children's transitions to other early learning and care (ELC) settings or to primary schools

☐☐☐☐

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) I do not have the necessary language skills.

☐☐☐☐

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

☐☐☐☐

- f) Professional development is too expensive.

☐☐☐☐

g) There is a lack of ELC setting Managers/ Deputy Managers support.

☐☐☐☐

h) Professional development conflicts with my work schedule.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

k) There are no incentives to participate.

☐☐☐☐

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

☐☐☐☐

SQ_Headline_Professional_Beliefs_en-IE

Professional Practices and Beliefs

SQ_22 (Form B)_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) 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

☐☐☐☐☐

g) Ability to stay focused, control impulses and complete tasks

☐☐☐☐☐

h) Creativity, imagination and ability to solve problems

☐☐☐☐☐

i) Autonomy and responsible decision-making

☐☐☐☐☐

j) Citizenship, tolerance and openness to other cultures

☐☐☐☐☐

k) Interest to care for the environment

☐☐☐☐☐

l) Joy for exploration and learning

☐☐☐☐☐

SQ_23_en-IE

Thinking about the ELC sector as a whole, if the budget were to be increased by 5%, how would you rate the importance

of the following spending priorities?

Please mark one choice in each row.

| Very low importance | Somewhat low importance | Moderate importance | Somewhat high importance | Very high importance |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Investing in toys or learning materials | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Investing in outdoor facilities | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Improving early learning and care (ELC) setting's buildings and indoor facilities | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Investing in digital resources and tools | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Supporting second language learners | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Supporting children with special education needs | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

g) Supporting children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)

☐☐☐☐☐

h) Reducing group sizes by recruiting more Early Years Lead Educators/ Early Years Educators

☐☐☐☐☐

i) Offering high quality professional development for Early Years Lead Educators/ Early Years Educators

☐☐☐☐☐

j) Improving Early Years Lead Educators/ Early Years Educators salaries

☐☐☐☐☐

k) Reducing Early Years Lead Educator's/ Early Years Educator's administration load (e.g. by recruiting support staff)

☐☐☐☐☐

SQ_24_en-IE

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

☐☐☐☐

b) Adapt your work to individual child needs

☐☐☐☐

c) Help children develop their capacity to learn independently

☐☐☐☐

d) Help children prepare for transitioning to other early learning and care (ELC) settings or to primary schools

☐☐☐☐

e) Stimulate children's interest in cultural differences and commonalities

☐☐☐☐

f) Help children to interact with each other and show good social behaviour (e.g. sharing, helping others)

☐☐☐☐

g) Help children develop creativity and problem solving

☐☐☐☐

h) Use digital resources and tools to facilitate working with children

☐☐☐☐

i) Provide all children with a feeling of security

☐☐☐☐

j) Use a variety of monitoring and assessment strategies to follow children's development, well-being and learning

☐☐☐☐

SQ_Headline_Text_en-IE

The next questions describe scenarios typical to early learning and care (ELC) settings and some possible responses to these scenarios. Please answer these questions based on your own personal beliefs and approaches given the information provided in these brief scenarios, even though they do not capture the complexity of the situations you encounter in your daily work as an Early Years Lead Educator/ Early Years Educator. Please consider each possible response independently – you may indicate you would do more than one of these things, or indicate that you would do none of these if they do not reflect your usual practice.

SQ_26 (Form B)_en-IE

There is a child in your group who usually seems shy, does not speak much and is reluctant to engage in group activities. One morning the child enthusiastically shows you

a book on outer space, and he seems eager to share it with the group. Your plan for the group today was to finish a multi-day series of activities on animals. What do you do?

Please mark one choice in each row.

I definitely do not
do this

I probably do not
do this

I probably do this

I definitely do this

- a) I have the child put the book in a safe place so it does not get misplaced.

☐☐☐☐

- b) I say, 'Nice, this is about outer space! Can we look at it together during our free-play activity time later today?'

☐☐☐☐

- c) I suggest that tomorrow we can ask the group if they would like to read this book together.

☐☐☐☐

- d) I offer to read the book to the group during story time even though it does not fit with the plans for the day.

☐☐☐☐

You are reading a book to a small group of children. One child stands up and announces that she can make a noise just like the animal in the book. What do you do?

Please mark one choice in each row.

I definitely do not
do this

I probably do not
do this

I probably do this

I definitely do this

- a) I ask her to show us and suggest the other children join in with making animal sounds.

☐☐☐☐

- b) I acknowledge her excitement and say 'Let's continue reading to see what else the animal in the book does.'

☐☐☐☐

- c) I ask her to sit down and remind everyone that it is important to listen quietly when we read books together.

☐☐☐☐

- d) I acknowledge her engagement with the book and tell her we can pretend to be animals after we finish the story.

☐☐☐☐

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.

☐☐☐☐

- b) Books and pictures show people from different ethnic and cultural groups in a variety of professional and social roles.

☐☐☐☐

- c) Books and pictures feature people with different physical needs.

☐☐☐☐

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

☐☐☐☐

- e) Children play with toys and artefacts from cultures other than the ethnic majority.

☐☐☐☐

f) Activities emphasise what people from different ethnic and cultural groups have in common.

☐☐☐☐

g) Activities aim to raise awareness about the different languages of the second language learners in the room/playgroup/group.

☐☐☐☐

SQ_Headline_Work_Week_en-IE

Work Week

SQ_35_en-IE

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

SQ_36_en-IE

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

SQ_37 (Form A)_en-IE

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)

☐☐☐☐☐

g) Used synonyms for words to help explain their meaning when talking with children

☐☐☐☐☐

h) Used activities for children to make marks (e.g. finger painting, pressing into playdough)

☐☐☐☐☐

SQ_37 (Form B)_en-IE

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

☐☐☐☐☐

b) Encouraged children if they helped each other

☐☐☐☐☐

c) Encouraged children playing in small groups to include other children

☐☐☐☐☐

d) Encouraged children if they comforted each other

☐☐☐☐☐

SQ_38 (Form A)_en-IE

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

☐☐☐☐☐

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"/> |

SQ_38 (Form B)_en-IE

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) Allowed children to take the lead when I played with them

☐☐☐☐☐

b) Responded positively to non-verbal invitations to play (e.g. a child passing me a toy)

☐☐☐☐☐

c) Let a child play alone if they were deeply engaged in play

☐☐☐☐☐

d) Intentionally organised the room/playgroup/group to facilitate children's exploration and play

☐☐☐☐☐

e) Planned activities designed to allow children to take the initiative

☐☐☐☐☐

f) Involved children in making plans for the day

☐☐☐☐☐

g) Adapted daily activities in response to children's natural rhythms (e.g. hunger, fatigue)

☐☐☐☐☐

SQ_39 (Form B)_en-IE

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

☐☐☐☐☐

b) Helped children understand their feelings (e.g. when they are excited)

☐☐☐☐☐

c) Comforted children who were upset

☐☐☐☐☐

d) Helped children express their feelings

☐☐☐☐☐

SQ_Headline_Work_with_Target_U3_en-IE

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 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.

SQ_Headline_Work_with_Target_ISCED02_en-IE

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 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.

SQ_41 (Form A) SQ_42 (Form B)_en-IE

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

SQ_43 (Form A) SQ_44 (Form B)_en-IE

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

☐

SQ_44 (Form A) SQ_45 (Form B)_en-IE

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

☐☐

b) Planning or preparing play and/or learning activities with other Early Years Lead Educators/ Early Years Educators.

☐☐

c) Collaborating or speaking with parents or guardians from this early learning and care (ELC) setting

☐☐

d) Participating in early learning and care (ELC) setting management, staff meetings or general administrative work

☐☐

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

☐☐

SQ_47 (Form A)_en-IE

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.

☐☐☐☐☐

b) I gave different activities to suit different children's interests.

☐☐☐☐☐

c) I gave different activities to suit different children's levels of development.

☐☐☐☐☐

d) I adapted my activities to children's cultural background.

☐☐☐☐☐

e) I recognised children's individual interests regardless of gender.

☐☐☐☐☐

f) I adapted my activities to meet the needs of second language learners.

☐☐☐☐☐

SQ_Headline_Practices_en-IE

Practices With Other Early Years Lead Educators/ Early Years Educators and Parents or Guardians

SQ_48_en-IE

On average, how often do you engage in the following activities in this early learning and care (ELC) setting?

Please mark one choice in each row.

| Never | Less than monthly | Monthly | Weekly | Daily |
|-------|----------------------|---------|--------|-------|
|-------|----------------------|---------|--------|-------|

| | | | | |
|---|--|--|--|--|
| a) Provide feedback to other Early Years Lead Educators/ Early Years Educators about their practice | | | | |
|---|--|--|--|--|

☐☐☐☐☐

| | | | | |
|---|--|--|--|--|
| b) Engage in joint activities across different groups, including age groups | | | | |
|---|--|--|--|--|

| | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Exchange learning or pedagogical materials with colleagues | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Co-design activities or content for children's development, well-being and learning with colleagues | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Engage in discussions about the development or needs of specific children | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Discuss the evaluation of children's development, well-being and learning with other Early Years Lead Educators/ Early Years Educators | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SQ_49_en-IE

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.

☐☐☐☐

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.

☐☐☐☐

c) Parents or guardians are encouraged by Early Years Lead Educators/ Early Years Educators to participate in regular room/playgroup/group activities.

☐☐☐☐

d) Parents or guardians are encouraged by Early Years Lead Educators/ Early Years Educators to contribute to room/playgroup/group level decisions.

☐☐☐☐

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.

☐☐☐☐

f) Parents or guardians are given opportunities to actively participate in early learning and care (ELC) decisions.

☐☐☐☐

g) Parents or guardians communicate with Early Years Lead Educators/ Early Years Educators using a digital platform (e.g. email, instant messaging apps).

☐☐☐☐

SQ_Headline_Work_Climate_en-IE

Work Climate and Job Satisfaction

SQ_50_en-IE

Thinking about the ELC setting Manager/ Deputy Manager in this early learning and care (ELC) setting, 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) The ELC setting Manager/ Deputy Manager has a clear vision for this early learning and care (ELC) setting.

☐☐☐☐

- b) The ELC setting Manager/ Deputy Manager encourages co-operation among Early Years Lead Educators/ Early Years Educators to develop

new ideas in their practices.

☐☐☐☐

- c) The ELC setting Manager/ Deputy Manager encourages Early Years Lead Educators/ Early Years Educators to take responsibility for improving their practices.

☐☐☐☐

- d) The ELC setting Manager/ Deputy Manager encourages all staff to have a say on important decisions.

☐☐☐☐

- e) The ELC setting Manager/ Deputy Manager promotes a culture of shared professional learning.

☐☐☐☐

- f) The ELC setting Manager/ Deputy Manager communicates effectively with Early Years Lead Educators/ Early Years Educators.

☐☐☐☐

- g) I need more support from my ELC setting Manager/ Deputy Manager.

☐☐☐☐

SQ_51_en-IE

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.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

d) I am satisfied with the level of autonomy I have to shape my practice.

☐☐☐☐

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

☐☐☐☐

f) I would recommend this early learning and care (ELC) setting as a good place to work.

☐☐☐☐

g) I would like to change to another early learning and care (ELC) setting if that were possible.

☐☐☐☐

h) If I could decide again, I would still choose to work as an Early Years Lead Educator/ Early Years Educator.

☐☐☐☐

i) The children value me.

☐☐☐☐

j) Parents or guardians value me as an Early Years Lead Educator/ Early Years Educator.

☐☐☐☐

k) I think that Early Years Lead Educators/ Early Years Educators are valued in society.

☐☐☐☐

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

☐☐☐☐

SQ_52_en-IE

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"/> |

SQ_53_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 preparation work for children's activities

☐☐☐☐

b) Having too much work related to documenting children's development

☐☐☐☐

c) Having too much administrative work to do (e.g. filling out forms)

☐☐☐☐

d) Having extra duties due to absent Early Years Lead Educators/ Early Years Educators

☐☐☐☐

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

☐☐☐☐

f) Managing room/playgroup/group behaviour

☐☐☐☐

g) Addressing parent or guardian concerns

☐☐☐☐

h) Accommodating children with special education needs

☐☐☐☐

i) Having too many children in my room/playgroup/group

☐☐☐☐

j) Having too many tasks to do at the same time

☐☐☐☐

k) Having to adapt my practices with children due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)

☐☐☐☐

l) Lacking resources (e.g. financial support, material resources)

☐☐☐☐

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

☐☐☐☐

SQ_54_en-IE

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 an ELC setting Manager/ Deputy Manager

☐☐☐☐

b) Become a teacher in either primary schools or above primary level

☐☐☐☐

c) Work in a different job not in the ELC sector

☐☐☐☐

d) Attend to family responsibilities

☐☐☐☐

e) Retire from work

☐☐☐☐

f) Return as a student to an education or training programme

☐☐☐☐

g) Resolve physical health-related issues

☐☐☐☐

h) Resolve mental health-related issues (e.g. stress, depression, burnout)

☐☐☐☐

SQ_06_ADL_en-IE

What are your current working hours as an Early Years Lead Educator/ Early Years Educator?

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)
-

SQ_11_ADL_en-IE

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)
-

SQ_12_ADL_en-IE

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

☐☐

b) A technical or vocational (NFQ Levels 4 or 5), apprenticeship or advanced/higher certificate (NFQ Level 6) programme

☐☐

c) A Bachelor's degree or equivalent (NFQ Level 7 or 8) programme

☐☐

d) A postgraduate diploma or Master's degree (NFQ Level 9) programme or higher

☐☐

e) Other certified education or training programme

☐☐

f) Other education or training programme that did not lead to a qualification or certificate

☐☐

SQ_Headline_End_ADL_en-IE

This is the end of the questionnaire.

Thank you very much for your participation!

SQ_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) settings within a country, you are guaranteed that neither you, this early learning and care (ELC) setting, nor any centre personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any individual may withdraw at any time.

About the Questionnaire

- In this questionnaire '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 Early Years Lead Educator/ Early Years Educator 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 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!

SQ_42 (Form A) SQ_43 (Form B)_ADL_en-IE

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

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

'Children with special education needs' are those for whom a special learning need has been 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 whose first language is different from the language(s) used at the early learning and care (ELC) setting.

- b) Children with special education needs

- c) Children from socio-economically disadvantaged homes

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

e) Children from the Irish Traveller community

☐

f) Children from the Roma community

☐

SQ_Start_en-IE



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

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

SQ_42_a_en-IE

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.

☐☐☐☐☐

b) I addressed children's disruptive behaviour by explaining why they should stop.

☐☐☐☐☐

c) I showed appreciation to children that behaved well during an activity.

☐☐☐☐☐

d) I helped children understand the consequences if they did not follow the rules.

☐☐☐☐☐

e) I divided materials into small groupings to avoid conflict between children when they accessed them.

☐☐☐☐☐

f) I redirected a child to an appropriate activity if they were disturbing other children.

☐☐☐☐☐

SQ_03_a_ADL_en-IE

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

SQ_39 (Form A) SQ_40 (Form B)_ADL_en-IE

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

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

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

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

- a) ELC setting Managers/ Deputy Managers and Teachers (Early Years Lead Educators)

Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the early learning and care (ELC) setting and individuals responsible for the care and education of a group of children (e.g. educators)

- b) Assistants (Early Years Educators)

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

- c) Staff for individual children

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

- d) Other Early Years Lead Educators/ Early Years Educators (e.g. staff for special tasks, interns, students or volunteers)

SQ_08_ISCED02_ADL_en-IE

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)

☐

National questions

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.

What would be your preferred working hours as an Early Years Lead Educator/Early Year Educator?

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 work per year as an Early Years Lead Educator/Early Years Educator?

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 Early Years Lead Educator/Early Years Educator?

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

In what country were you born?

Please mark one choice.

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