



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

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

## **Combined Questionnaire Main**

Main Survey Version  
English

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### **International Consortium**

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Germany  
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## About the Starting Strong Teaching and Learning International Survey 2024

The Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) is an international Early Childhood Education and Care (ECEC) staff survey that offers the opportunity for early learning service leaders and kaiako 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). New Zealand, 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. Early learning service leaders and kaiako will provide information about issues such as the ECEC 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 services in the participating countries. Countries and individuals may differ in their early learning approaches. We rely on your expertise to describe your work and opinions as accurately as possible.

Because TALIS is an international survey, it is possible that some questions do not fit very well within our 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 service within a country, you are guaranteed that neither you, this early learning service, nor any early learning service personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and you may withdraw at any time.

## About the Questionnaire

- In this questionnaire 'kaiako' refers to: those teachers and educators (whether qualified or unqualified) whose primary responsibility is to facilitate children's learning and development.
- In this questionnaire 'early learning service leader' refers to: the person with the main responsibility for administrative or pedagogical leadership for this service, e.g. the team leader, head teacher, or manager of an early learning service, and includes visiting teachers for home-based networks.
- In this questionnaire 'this early learning service' refers to: the ECE centre, Kōhanga Reo, Kindergarten, or home-based network in which you carry out education and care activities with young children.
  - If you are a leader working in more than one early learning service, when answering the questions please refer to the early learning service from which you received this questionnaire.
- This questionnaire should take approximately 60 to 75 minutes to complete.
- Guidelines for answering the questions are typed in italics.
- Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please ensure you have submitted all your answers and then exit the browser window.
- If 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: Rachel Borthwick, Hannah Bennett, Dulani Sooriyaarachchi, or Liam Urbicht by email on [Starting.Strong@education.govt.nz](mailto:Starting.Strong@education.govt.nz) or Freephone 0800 82 33 28 during business hours.

## Thank you very much for your participation!

## Your Background Information

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

### 1. What is your gender?

*Please mark one choice.*

- ☐<sub>1</sub> Female
- ☐<sub>2</sub> Male
- ☐<sub>3</sub> Another gender

### 2. How old are you?

*Please write a number.*

Years

### 3. What is your employment status as a kaiako at this early learning service?

*Employment status refers to the type of employment agreement you have to work in this early learning service.*

*Please mark one choice.*

- ☐<sub>1</sub> Permanent employment (an on-going contract with no fixed end-point)
- ☐<sub>2</sub> Fixed-term (a contract with a fixed end-point) or temporary employment
- ☐<sub>3</sub> Self-employed (person who does not have a permanent or fixed-term contract with an employer e.g. person runs their own business)
- ☐<sub>4</sub> No contract of employment

**4. How many years of work experience do you have regardless of whether you worked full-time or part-time?**

*Do not include any extended periods of leave such as parental leave.*

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

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

- a)   Year(s) working as a kaiako at this early learning service
- b)   Year(s) working as a kaiako in early learning in total
- c)   Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a nanny/babysitter, as a tutor, or as a teacher in a primary or secondary school, a polytechnic, wānanga or university, but do not include years working as a kaiako in early learning)

**5. How many years of work experience do you have regardless of whether you worked full-time or part-time?**

*Do not include any extended periods of leave such as parental leave.*

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

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

- a)   Year(s) working as a leader at this early learning service
- b)   Year(s) working as a leader in early learning in total
- c)   Year(s) working in other roles in an early learning service in total (do not include years working as a leader in early learning)
- d)   Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a nanny/babysitter, as a tutor, or as a teacher in a primary or secondary school, a polytechnic, wānanga or university, but do not include years working in an early learning service)

**6. Do you currently work as a kaiako at more than one early learning service?**

*Please mark one choice.*

☐<sub>1</sub> Yes

☐<sub>2</sub> No → Please go to Question [8].

**7. If 'Yes' in the previous question, please indicate at how many other early learning services you currently work as a kaiako.**

*Please write a number.*

early learning service(s)

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

*Please mark one choice.*

- ☐<sub>1</sub> Did not finish form 1/Year 7 (or equivalent)
- ☐<sub>2</sub> Completed schooling up to the end of form 4/Year 10, or completed secondary school with either School Certificate or NCEA Level 1 (or equivalent)
- ☐<sub>3</sub> NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate
- ☐<sub>4</sub> A Level 4 Certificate
- ☐<sub>5</sub> A national diploma (e.g. National Diploma in Science) or vocational diploma (includes Diploma of Primary Teaching) or a Certificate or Diploma at Levels 5-7
- ☐<sub>6</sub> Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma
- ☐<sub>7</sub> Master's degree
- ☐<sub>8</sub> Doctoral degree

**9. Did the education or training you completed include the following topics?**

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

*Please mark one choice in each row.*

	Yes	No
a) Early childhood development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Financial management .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Human resource management .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Pedagogical leadership .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**10. 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) NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) A Level 4 Certificate, National Diploma, vocational diploma, or Certificate or Diploma at levels 5-7 .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) A Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) A Master's degree programme or higher .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Other certified education or training programme .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Other education or training programme that did not lead to a qualification or certificate .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**If you answered 'No' to all of the above → Please go to Question [13].**

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

*'Practical training' refers to working in an early learning service directly with children under supervision as part of the education or training programme.*

*Please mark one choice.*

- ☐<sub>1</sub> Yes
- ☐<sub>2</sub> No

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

*Please mark one choice in each row.*

	Yes	No
a) Child health, personal care and safety (e.g. hygiene, allergy, injury prevention) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Promoting play and peer interaction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)ll .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Supporting children's social and emotional development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Supporting children's interest to care for the environment .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Classroom/group management .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Monitoring/documenting child development, well-being and learning ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Using digital resources and tools to facilitate working with children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Working with dual/second language learners .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Working with children with learning support needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
k) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
l) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
m) Working with parents or guardians/families .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
n) Supporting children's transitions to other early learning services or to primary schools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
o) Bicultural practice (e.g. inclusion of te reo Māori and tikanga in curriculum) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

## Early Learning Service Background Information

### 13. Which best describes this early learning service's location?

Please mark one choice.

- ☐<sub>1</sub> Rural area (up to 3,000 people)
- ☐<sub>2</sub> Small town (3,001 to 15,000 people)
- ☐<sub>3</sub> Town (15,001 to 40,000 people)
- ☐<sub>4</sub> Palmerston North, Napier, Porirua, Invercargill, Nelson or Upper Hutt (40,001 to 100,000 people)
- ☐<sub>5</sub> Tauranga, Dunedin, Hamilton, Wellington, Lower Hutt, or Christchurch (100,001 to 1,000,000 people)
- ☐<sub>6</sub> Auckland Super-city (more than 1,000,000 people)

### 14. Thinking about the neighbourhood where this early learning service 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 rubbish lying around. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) There is vandalism. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) People from diverse backgrounds (e.g. different ethnicity or culture, migrant background, sexual or gender minorities) experience insults or attacks. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) There are public places where children can play safely.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) There are nearby services for families (e.g. health services, social services). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) There are drug-related problems. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

### 15. Which of the following statements best describes this early learning service's location?

Please mark all that apply.

- ☐<sub>1</sub> In a stand-alone building (i.e. the building contains the early learning service only)
- ☐<sub>2</sub> Co-located with a primary school
- ☐<sub>3</sub> Co-located with another early learning service
- ☐<sub>4</sub> In your home or another home
- ☐<sub>5</sub> Other



**16. Are there kaiako at this early learning service who speak the language of parents or guardians who do not speak the main language(s) used at this early learning service?**

*Please mark one choice.*

- ☐<sub>1</sub> Yes, there are kaiako who can communicate with all parents or guardian who do not speak the main language(s) used at this early learning service.
- ☐<sub>2</sub> Yes, there are kaiako who can communicate with some parents or guardians who do not speak the main language(s) used at this early learning service.
- ☐<sub>3</sub> No, there are no kaiako who can communicate with parents or guardians who do not speak the main language(s) used at this early learning service.
- ☐<sub>4</sub> All parents or guardians speak the main language(s) used at this early learning service.

**17. Did this early learning service 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 this early learning service by government (including Ministry of Education, local and other government) ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Fees or charges paid directly or indirectly to this early learning service by parents or guardians .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Direct payments to this early learning service by employers of parents or guardians .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Other non-governmental funding (e.g. funding from a church/synagogue/mosque, donations, parent/guardian fundraising, subsidies through non-profit early learning providers) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**18. Is this early learning service publicly- or privately-managed?**

*Please answer with reference to the organisation responsible for the day-to-day management of the early learning service, regardless of the ownership or funding sources of the early learning service.*

*Please mark one choice.*

- ☐<sub>1</sub> Publicly-managed  
*This is an early learning service managed by a public education authority, government agency, or municipality.*
- ☐<sub>2</sub> Privately-managed  
*This is an early learning service managed by a non-government organisation; e.g. a church, synagogue, mosque, trade union, business, other private institution or person.*

**19. Is this early learning service part of a chain/franchise/network of early learning services?**

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

*Please mark one choice.*

☐<sub>1</sub> Yes

☐<sub>2</sub> No

**20. Is this early learning service a for-profit or a non-profit organisation?**

*Please mark one choice.*

☐<sub>1</sub> For profit

*This early learning service aims to make more money than its costs (a profit).*

☐<sub>2</sub> Non-profit

*This early learning service does not aim to make a profit, or all profits are re-invested into the early learning service.*

**21. For each type of position listed below, please indicate the number of staff (head count) currently working in this early learning service.**

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

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

*Include staff working with children of all ages at this early learning service.*

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

- a)   Leaders  
*Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the early learning service*
- b)   Registered kaiako (not including relievers)  
*Registered individuals responsible for the care and education of a group of children (e.g. educators)*
- c)   Unqualified or unregistered kaiako (not including relievers)  
*Individuals who are responsible for the care and education of a group of children (e.g. educators) without a formal qualification or who are unregistered*
- d)   Teacher aides  
*Individuals assisting with the care and education of children (e.g. assistants, auxiliary staff)*
- e)   Other early learning staff (e.g. staff for special tasks, student teachers)
- f)   Relieving teachers

**22. Please indicate the number of kaiako (head count) in this early learning service for each of the categories below.**

*Count any kaiako who began work or left the early learning service for any reason, including retirement, parental leave, and temporary teaching.*

*Include all staff who work at the early learning service's premises on a regular basis, including yourself and both part-time and full-time kaiako, whether or not they are directly employed by the early learning service.*

*Include staff working with children of all ages at this early learning service.*

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

- a)   Kaiako who began work at this early learning service during the last 12 months
- b)   Kaiako who permanently left this early learning service during the last 12 months
- c)   Kaiako who temporarily did not work at this early learning service during the last 12 months (e.g. kaiako on extended leave, sabbatical, parental leave)

**23. Please indicate the number of kaiako (head count) who were absent due to sick leave on the most recent Tuesday that this early learning service was in session.**

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

*Include staff working with children of all ages at this early learning service.*

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

Kaiako absent due to temporary sick leave

**24. What is the number of children of all ages currently enrolled in this early learning service?**

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

*Please include all children attending this early learning service regardless of whether they attend on full-time or part-time basis.*

Children

**25. During the last 12 months, were there children who wanted to enrol at this early learning service but who were not able to because there were no available places?**

*Please mark all that apply.*

- ☐<sub>1</sub> Yes, children were placed on a waiting list and later enrolled.
- ☐<sub>2</sub> Yes, children were placed on a waiting list and are still waiting for a place.
- ☐<sub>3</sub> Yes, but children were not placed on a waiting list.
- ☐<sub>4</sub> No.
- ☐<sub>5</sub> I do not have this information.

**26. Please estimate the number of children in this early learning service 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 learning support needs' are those for whom an additional learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often additional public or private resources (personnel, material or financial) have been provided to support their education.*

*'Socio-economically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.*

*'Children who are immigrants' are those who were born outside the country. A 'child with 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.*

	Children
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 service .....	_ _ _
d) Children with learning support 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 .....	_ _ _

**27. Please estimate the number of children in this early learning service who are part of any of the ethnic groups below.**

*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.*

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

	Children
a) Māori .....	<input type="text"/> <input type="text"/> <input type="text"/>
Pacific	
b) <i>e.g. Samoan, Tongan, Cook Island Māori, Niuean, Fijian, and any other Pacific peoples</i> .....	<input type="text"/> <input type="text"/> <input type="text"/>
Asian	
c) <i>e.g. Chinese, Indian, Korean, Filipino, Sri Lankan, and any other Asian peoples.</i> .....	<input type="text"/> <input type="text"/> <input type="text"/>
d) Pākehā/NZ European/Other European .....	<input type="text"/> <input type="text"/> <input type="text"/>
e) Any other ethnic groups .....	<input type="text"/> <input type="text"/> <input type="text"/>

**28. To what extent do you agree with the following statements about the physical space at this early learning service?**

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a) There is adequate ventilation for healthy airflow. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) There is an adequate amount of furniture for each child (e.g. chairs, tables). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Indoor space is arranged so that children can easily move around. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) The background noise level in the classroom/group does not interfere with interactions.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) The roof, ceiling, walls and floor are in good shape (e.g. have no leaks, mould). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Children can access a bathroom easily. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Outdoor space is arranged so that children can easily move around. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Outdoor space has shaded areas. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**29. Which of the following induction/orientation activities are available at this early learning service?**

*'Induction/orientation activities' are designed to support kaiako and leaders who are introduced into the early learning profession or who are new to an early learning service. They are either organised in structured programmes or informally arranged as separate activities.*

*Please mark one choice in each row.*

	Yes	No
a) Courses/seminars/workshops attended in person .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Online courses/seminars/workshops .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Supervision by the leader and/or experienced kaiako .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Networking/collaboration with other early learning services .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Observation visits to other classroom/groups at this early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Working in a team with experienced kaiako .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Use of portfolios/diaries/journals for self-reflection on own practice .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Reduced work load .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) General/administrative introduction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Coaching programme .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

## Professional Development

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

Please only consider professional development activities you have taken after joining the profession as a kaiako.

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

'Coaching programme' refers to activities where kaiako have a dedicated coach that supports them in improving their practice.

An 'induction/orientation programme' involves activities designed to support kaiako and leaders who are introduced into the early learning profession or who are new to an early learning service.

Please mark one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person <u>and</u> virtual/online	No
a) Courses/seminars/workshops .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Conferences where kaiako and/or researchers present their research or discuss education and care issues ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Qualification programme (e.g. a degree programme)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Planned visits to other early learning services to inform my practice .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Planned visits to other classrooms/groups at this early learning service to inform my practice .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Coaching programme as part of a formal arrangement at my early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Formal or informal kaiako networks for the purpose of professional learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Induction/orientation programme .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Māori language and culture (e.g., Te Ahu o Te Reo Māori) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Other	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

If you answered 'No' to all of the above → Please go to Question [33].



**31. 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.*

- ☐<sub>1</sub> Not at all
- ☐<sub>2</sub> To some extent
- ☐<sub>3</sub> Quite a bit
- ☐<sub>4</sub> A lot

**32. 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) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Monetary supplements for time spent outside working hours .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Reimbursement or payments of professional development costs (e.g. registration fees) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Reimbursement for out-of-pocket costs (e.g. transportation, materials, food) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Materials needed for the activities (e.g. office supplies) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Non-monetary rewards (e.g. classroom/group resources/materials, book vouchers, software/apps) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Increased salary .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

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

*Please mark one choice in each row.*

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of new developments in leadership research and theory .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Knowledge and understanding of current national/local policies on early learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Using data for improving the quality of this early learning service (e.g. feedback from kaiako and parents or guardians) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Designing this early learning service's goals for children's development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Knowledge and understanding of research and theories on pedagogy of young children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Using digital resources and tools to facilitate management of this early learning service (e.g. to facilitate the work of kaiako, to communicate with parents or guardians) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Collaborating with parents or guardians .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Collaborating with other early learning services or primary schools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Collaborating with community services (e.g. health services, social services) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Observing kaiako's practices and kaiako-child interactions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Providing effective feedback to kaiako .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Promoting kaiako wellbeing .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Human resource management .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
n) Financial management .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
o) Promoting equity and diversity .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
p) Classroom/group management .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
q) Monitoring/documenting child development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
r) Using digital resources and tools to facilitate working with children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
s) Working with dual/second language learners .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

- |   |                                       |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| t) Working with children with learning support needs .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| u) Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee) .....                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| v) Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families) ..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| w) Supporting children's transitions to other early learning services or to primary schools .....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

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

*Please mark one choice in each row.*

- |  | Strongly disagree                     | Disagree                              | Agree                                 | Strongly agree                        |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority). .....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| b) I lack the skills to use necessary digital resources and tools. ....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| c) I do not have access to necessary digital resources and tools. ....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| d) I do not have the necessary language skills. ....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| e) Transportation to and/or from the location where the professional development is delivered is difficult. .... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| f) Professional development is too expensive. ....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| g) Professional development conflicts with my work schedule. ....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| h) I do not have time due to other commitments or responsibilities. ....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| i) There is no professional development offered in areas of my interest. ....                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| j) There are no incentives to participate. ....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| k) There are insufficient staff to fill-in for my absence. ....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

## ***Early Learning Service Pedagogical and Administrative Leadership***

*These questions are about the leadership in this early learning service and include questions about administrative and pedagogical aspects of this leadership. In responding to the questions, please mark the appropriate choice(s) or provide numbers where necessary.*

**35. Regarding this early learning service, 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 service governing board	Local or national authority (e.g. Ministry of Education)	Not applicable
a) Appointing or hiring kaiako .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Dismissing or suspending kaiako from employment .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Establishing kaiako salaries .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Deciding on budget allocations within the early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Establishing kaiako schedules .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Planning for professional development activities for kaiako .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Establishing plans for assessment and monitoring of children's development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Approving children for admission to the early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i) Establishing the curriculum framework for supporting children's development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
j) Choosing which materials/toys are used ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
k) Deciding which activities for children are offered .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
l) Deciding what information is given to parents or guardians on the early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
m) Deciding what information is given to parents or guardians on their child's development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**36. On average throughout the last 12 months, what percentage of time in your role as a leader did you spend on the following tasks in this early learning service?**

*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 service improvement plans, and human resource and personnel issues such as hiring kaiako*
- b)     % Pedagogical leadership  
*Including meeting with staff to promote quality learning environments, organising staff development programmes about new pedagogical approaches, child development, etc.*
- c)     % Interactions with children  
*Including taking part in learning/play activities, taking care of children*
- d)     % Interactions with parents or guardians  
*Including formal and informal interactions*
- e)     % Interactions with other stakeholders  
*Including interactions with other early learning services, schools, child, family or social services, child development specialists, health-related services*
- f)     % Other

**100 % Total**

**37. Please indicate how frequently you engaged in the following activities in this early learning service during the last 12 months.**

*Please mark one choice in each row.*

	Never	Less than monthly	Monthly	Weekly	Daily
a) I collaborated with kaiako to improve how children play together. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) I observed kaiako practices and staff-child interactions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) I provided feedback to kaiako based on my observations. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) I took actions to support co-operation among kaiako to develop new approaches to early learning practices. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) I took actions to ensure that kaiako take responsibility for improving their skills in working with children. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) I worked on developing, revising or communicating a vision for this early learning service. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) I made changes in policies or practices at this early learning service based on monitoring results and external evaluation. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) I facilitated improvements in the indoor or outdoor space used for children's development, well-being and learning. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i) I took actions to improve this early learning service's environmental sustainability practices or ecological footprint (e.g. energy and water saving, reducing consumption, recycling). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**38. How often do the following activities take place in this early learning service?**

*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 services .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Communication with primary school principals or teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Cooperation with child, family or social services (e.g. child protection agency, family support services) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Collaboration with health-related services (e.g. health services providing screening and support for children or families) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Consultation with child development specialists (e.g. speech-language therapists, psychologists) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Informal communication with parents or guardians (e.g. conversations on children's development or activities) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Formal communication with parents or guardians (e.g. parent-staff meetings) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Visits to children's homes to help parents or guardians reinforce children's well-being, development and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>



**39. How frequently does this early learning service receive the following types of external inspection/monitoring?**

*'External inspection/monitoring' refers to the practice of evaluating the early learning service 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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) External inspection/monitoring of other structural features (e.g. child-adult ratio, group size, staff qualification levels) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) External inspection/monitoring of staff practices by trained observers (e.g. quality of interaction with children, content of activities) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) External inspection/monitoring of financial records (e.g. financial audit) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**40. Does this early learning service undertake any of the following activities in order to facilitate children's transition to a new early learning service or school?**

*Please mark one choice in each row.*

	Yes	No
a) Communicate with early learning services or primary schools about children making transitions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Organise visits to the next early learning service or primary schools for children making transitions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Hold meetings with staff across early learning services or primary schools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Offer in-service training sessions for the kaiako regarding transition issues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Work with local authorities to develop transition programmes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Provide activities for parents or guardians to understand the transition (e.g. information sessions, meetings with parents or guardians, home visits) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**41. How often does this early learning service, either alone or in conjunction with another organisation, provide any of the following to parents or guardians?**

*Please mark one choice in each row.*

	Never	Less than once a year	Once every year	Several times a year	Monthly	Several times a month
a) Workshops or courses for parents or guardians regarding child rearing or child development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) Support for parents' or guardians' involvement with the operation of the early learning service (e.g. fund raising, cleaning of the early learning service) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
c) Meetings to allow parents or guardians to contribute to early learning service management decisions .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
d) Setting up events for families and prospective parents or guardians to visit the early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**42. How often do the following activities take place at this early learning service?**

*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 service has excursions to outdoor areas, such as parks, forests, beaches or other nature areas. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) This early learning service engages children in activities related to caring for the environment (e.g. recycling materials, maintaining a garden, minimising food waste). ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
c) The early learning service has excursions to libraries, museums or other cultural learning institutions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
d) The early learning service has excursions to cultural performances e.g. music, dance, theatre. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**43. How often do the following assessments of children's development, well-being and learning take place in this early learning service?**

*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) Kaiako conduct descriptive assessments (e.g. portfolios, narrative or anecdotal records, documenting routine observations). .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) Kaiako conduct standardised assessments (e.g. screening instruments, rating scales and checklists). .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**44. In this early learning service, 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, kaiako or books) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Including books and pictures featuring people from a variety of ethnic and cultural groups .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Including books and pictures featuring people with various physical disabilities or differences .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Including books and pictures featuring diverse family structures (e.g. single parent families, families with parents from sexual or gender minorities) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Employing kaiako that are representative of the diverse backgrounds of the children and families served .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Including books and pictures featuring Māori culture such as local iwi stories, landmarks, and/or history .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

## Professional Practices and Beliefs

### 45. How strongly do you agree or disagree with these statements as applied to this early learning service?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Parents or guardians are informed about daily activities on a regular basis. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Parents or guardians are encouraged by kaiako to do play and learning activities with their children at home.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Parents or guardians are encouraged by kaiako to participate in regular classroom/group activities. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Parents or guardians are encouraged by kaiako to contribute to classroom/group level decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Parents or guardians are encouraged by kaiako to take on early learning service level tasks. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Parents or guardians are given opportunities to actively participate in early learning service decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Parents or guardians communicate with kaiako using a digital platform (e.g. email, instant messaging apps). ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**46. In your work with children, to what extent do you feel that you can do the following?**

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot
a) Support the development of children from disadvantaged backgrounds .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Adapt your work to individual child needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Help children develop their capacity to learn independently .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Help children prepare for transitioning to other early learning services or to primary schools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Stimulate children's interest in cultural differences and commonalities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Help children to interact with each other and show good social behaviour (e.g. sharing, helping others) ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Help children develop creativity and problem solving .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Use digital resources and tools to facilitate working with children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Provide all children with a feeling of security .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Use a variety of monitoring and assessment strategies to follow children's development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Foster an environment that normalises the use of te reo Māori and tikanga Māori	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**47. 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 .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Prepare children for school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Develop children's knowledge and skills in specific subjects (e.g. early language, literacy, numeracy, science) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Develop children's social and emotional competence (e.g. empathy, collaboration) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Develop children's creativity, imagination and ability to solve problems .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Develop children's autonomy and responsible decision-making .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Develop children's citizenship, tolerance and openness to other cultures .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Develop children's interest to care for the environment .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i) Work with parents or guardians/families to support children's development, learning and well-being .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
j) Foster children's joy for exploration and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

## Work Week

48. 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 service**?

*Include tasks that took place during evenings, weekends or other out of classroom/group/early learning service 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

49. How often did you do the following at this early learning service, 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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Read books to children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Asked questions when reading books to children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Encouraged pre-verbal children to point to pictures when looking at a book .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Sang songs with or to the children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Engaged children in activities that helped them pick out sounds in words (e.g. phonics games) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) Used synonyms for words to help explain their meaning when talking with children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h) Used activities for children to make marks (e.g. finger painting, pressing into playdough, scratching into materials) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**50. How often did you do the following at this early learning service, during your most recent complete calendar week?**

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

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Used sorting activities by shape or colour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Played number games .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Sang songs with numbers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Helped children to use numbers or to count ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) Verbalised maths concepts in everyday routines (e.g. counting the number of children, using sequencing language in transitions such as 'first', 'second') .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) Encouraged children to measure items (e.g. while cooking or building with blocks) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**51. How often did you do the following at this early learning service, during your most recent complete calendar week?**

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

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Encouraged sharing amongst children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Encouraged children if they helped each other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Encouraged children playing in small groups to include other children .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Encouraged children if they comforted each other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>



**52. How often did you do the following at this early learning service, during your most recent complete calendar week?**

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

	Not at all	Once a week	A few times a week	Once a day	More than once a day
a) Talked with children about feelings .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Helped children understand their feelings (e.g. when they are excited) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Comforted children who were upset .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) Helped children express their feelings .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

## 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 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.

### 53. 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)   Leaders and kaiako  
*Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the early learning service and individuals responsible for the care and education of children (whether qualified or unqualified). Please do not include relieving teachers in this count.*
- b)   Teacher aides  
*Individuals assisting with the care and education of children (e.g. assistants, auxiliary staff)*
- c)   Staff for individual children  
*Individuals responsible for the care and education of specific children (e.g. with learning support needs)*
- d)   Other early learning staff (e.g. staff for special tasks, student teachers)
- e)   Relieving teachers

### 54. 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

**55. 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 learning support needs' are those for whom an additional learning need has been formally identified because of having one or more cognitive, physical, or social and emotional conditions. Often additional public or private resources (personnel, material or financial) have been provided to support their education.*

*'Socio-economically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.*

*'Children who are immigrants' are those who were born outside the country. A 'child with 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.*

	Children
a) Children whose first language is different from the language(s) used at the early learning service .....	<input type="text"/> <input type="text"/>
b) Children with learning support needs .....	<input type="text"/> <input type="text"/>
c) Children from socio-economically disadvantaged homes .....	<input type="text"/> <input type="text"/>
d) Children who are refugees, immigrants or with migrant backgrounds .....	<input type="text"/> <input type="text"/>

**56. 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 .....	<input type="text"/> <input type="text"/>
b) Children aged 1 year .....	<input type="text"/> <input type="text"/>
c) Children aged 2 years .....	<input type="text"/> <input type="text"/>
d) Children aged 3 years .....	<input type="text"/> <input type="text"/>
e) Children aged 4 years .....	<input type="text"/> <input type="text"/>
f) Children aged 5 years .....	<input type="text"/> <input type="text"/>
g) Children aged 6 years and above .....	<input type="text"/> <input type="text"/>

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

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

*Please mark one choice in each row.*

	Yes	No
a) Planning or preparing play and/or learning activities on your own .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Planning or preparing play and/or learning activities with other kaiako .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Collaborating or speaking with parents or guardians from this early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Participating in early learning service management, staff meetings or general administrative work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Laundry, tidying-up, cleaning, shopping or food preparation tasks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**58. 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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) I asked supportive questions to encourage children to give longer explanations .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) I supported children to express their ideas by asking them questions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) I rephrased or repeated statements to make sure I understood the children. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) I modelled the correct word rather than corrected children directly. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) I used words or phrasing that was new to children. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**59. 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.*

					@285963_ _SQ_47 (Form B)
	Never	Rarely	Occasionally	Often	
a) I explained how a new activity relates to children's lives. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) I gave different activities to suit different children's interests. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) I gave different activities to suit different children's levels of development. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) I adapted my activities to children's cultural background. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) I recognised children's individual interests regardless of gender. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) I adapted my activities to meet the needs of dual/second language learners. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

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

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

	Never	Rarely	Occasionally	Often	Always
a) I explained the rules children should follow at the start of a new activity. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) I addressed children's disruptive behaviour by explaining why they should stop. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) I showed appreciation to children that behaved well during an activity. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) I helped children understand the consequences if they did not follow the rules. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) I divided materials into small groupings to avoid conflict between children when they accessed them. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) I redirected a child to an appropriate activity if they were disturbing other children. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

## Work Climate and Job Satisfaction

### 61. To what extent do the following statements apply to this early learning service?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Kaiako have opportunities to actively participate in early learning service decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Parents or guardians have opportunities to actively participate in early learning service decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Children have opportunities to actively participate in decisions. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) There is a culture of shared responsibility for early learning service issues. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) I make the important decisions on my own. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) There is a collaborative culture which is characterised by mutual support. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) This early learning service encourages staff to lead new initiatives. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot
a) Shortage or inadequacy of play or learning materials (e.g. picture books, building blocks, paint) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Shortage or inadequacy of indoor space .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Shortage or inadequacy of outdoor play space .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Shortage or inadequacy of digital resources and tools	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Insufficient Internet access .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Insufficient utilities (e.g. drinking water, electricity, sewage/sanitation) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Requirements from local or national authorities (e.g., Ministry of Education) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Changes in available funding .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Kaiako absences .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Lack of opportunities or support for kaiako's professional development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Shortage of kaiako with competence in working with children from socio-economically disadvantaged homes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Shortage of kaiako with competence in working with children with learning support needs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Shortage of kaiako with competence in working with children speaking another language than the language(s) used in the early learning service .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
n) Shortage of qualified staff .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
o) Shortage of staff for the number of enrolled children ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
p) Lack of parent or guardian involvement and support ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
q) Staff turnover .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**63. We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?**

*Please mark one choice in each row.*

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am satisfied with the salary I receive from my work. ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Apart from my salary, I am satisfied with the terms of my contract/employment (e.g. benefits, work schedule). .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) I enjoy working at this early learning service. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) I cannot influence decisions that are important for my work. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) I am satisfied with the level of autonomy I have to shape my practice. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) I am satisfied with the support that I receive from parents or guardians in this early learning service. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) If I could decide again, I would still choose to work as a kaiako. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) I would recommend this early learning service as a good place to work. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) I am satisfied with the support that I receive from the staff in this early learning service. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) I need more support from local or national authorities.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) The children value me. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Parents or guardians value me as a kaiako. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) I think that early learning kaiako are valued in society. .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
n) All in all, I am satisfied with my job. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>



**64. In your experience as a leader at this early learning service, 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"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) My job leaves me time for my personal life. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) My job negatively impacts my mental health. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) My job negatively impacts my physical health. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**65. Thinking about your job at this early learning service, to what extent are the following sources of stress in your work?**

*Please mark one choice in each row.*

	Not at all	To some extent	Quite a bit	A lot
a) Having too much preparation work for children's activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Having too much work related to documenting children's development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Having too much administrative work to do (e.g. filling out forms) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Having extra duties due to absent kaiako .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Being held responsible for children's development, well-being and learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) @285967__CQ_M73.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Managing classroom/group behaviour .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Addressing parent or guardian concerns .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Accommodating children with learning support needs ..	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Having too many children in my classroom/group .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Having too many tasks to do at the same time .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Having to adapt my practices with children due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises) ...	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Lacking resources (e.g. financial support, material resources) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
n) Lacking technical skills for the use of digital resources and tools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**66. How likely are each of the following factors to cause you to leave your role as kaiako in the next five years?**

*Please mark one choice in each row.*

	Not at all likely	Not very likely	Likely	Very likely
a) Become a teacher of primary or above .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Work in a different job not in the early learning sector .	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Attend to family responsibilities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Retire from work .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Return as a student to an education or training programme .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Resolve physical health-related issues .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Resolve mental health-related issues (e.g. stress, depression, burnout) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**67. Finally, which ethnic group do you belong to?**

*Please mark the choice(s) that apply to you.*

- ☐<sub>1</sub> New Zealand European
  - ☐<sub>1</sub> Māori
  - ☐<sub>1</sub> Samoan
  - ☐<sub>1</sub> Tongan
  - ☐<sub>1</sub> Chinese
  - ☐<sub>1</sub> Indian
  - ☐<sub>1</sub> Filipino
  - ☐<sub>1</sub> Other (please specify below)
- 

**This is the end of the questionnaire.**

**Thank you very much for your participation!**

**Please ensure you have completed all questions and then mail your questionnaire to the TALIS National Team using the Freepost envelope provided.**