



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

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

## **Leader Questionnaire**

Main Survey Version

English

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Ministry of Education

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**International Consortium**

International Association for the Evaluation of Educational Achievement (IEA),  
The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia  
RAND Europe, United Kingdom  
cApStAn Linguistic Quality Control, Belgium

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## LQ\_Introduction\_en-NZ

### **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 15 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.
  - 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.
- 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.
- This questionnaire should take approximately 45 minutes to complete.
- Guidelines for answering the questions are typed in italics.
- Most questions can be answered by marking the one most appropriate answer.
- 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!**

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## **LQ\_Headline\_Background\_en-NZ**

### **Your Background Information**

*These questions are about you, your education and your position as leader of this early learning service. In responding to the questions, please mark the appropriate choice(s) or provide numbers where necessary.*

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## **LQ\_01\_en-NZ**

### **What is your gender?**

*Please mark one choice.*

☐ Female

☐ Male

☐

Another gender

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## LQ\_02\_en-NZ

### How old are you?

*Please write a number.*

Years

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## LQ\_04\_en-NZ

### 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

b) Financial management

c) Human resource management

d) Pedagogical leadership

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## LQ\_05\_en-NZ

**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)

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## LQ\_06\_en-NZ

**How many hours do you usually work each week for this early learning service?**

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

*If you work at multiple early learning services, please only include hours worked for the early learning service where you received this questionnaire.*

Paid working hours

☐

Additional unpaid working hours

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## LQ\_09 (Form A) LQ\_10 (Form B)\_en-NZ

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

*Please mark one choice in each row.*

Strongly disagree

Disagree

Agree

Strongly agree

a) I do not have the pre-requisites needed to attend (e.g. qualifications, experience, seniority).

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐



e) Professional development is too expensive.

☐☐☐☐

f) Professional development conflicts with my work schedule.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

i) There are no incentives to participate.

☐☐☐☐

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

☐☐☐☐

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**LQ\_Headline\_ECCEC\_Setting\_Background\_en-NZ**

## **Early Learning Service Background Information**

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## LQ\_12 (Form B)\_en-NZ

**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.

☐☐☐☐

b) There is vandalism.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

f) There are drug-related problems.

☐☐☐☐

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## LQ\_12 (Form A) LQ\_13 (Form B)\_en-NZ

**Which of the following statements best describes this early learning service's location?**

*Please mark all that apply.*

☐

In a stand-alone building (i.e. the building contains the early learning service only)

☐

Co-located with a primary school

☐

Co-located with another early learning service

☐

In your home or another home

☐

Other

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## LQ\_13 (Form A) LQ\_14 (Form B)\_en-NZ

**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.*

- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ All parents or guardians speak the main language(s) used at this early learning service.

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**LQ\_14 (Form A) LQ\_15 (Form B)\_en-NZ**

**How is the work with children organised at this early learning service?**

*'Core group' refers to a learning environment where children are assigned a specific room or space where they spend most of their time at the early learning service. While they mostly engage with the children in their core group, they may interact with other children in the early learning service in a shared space. At least one kaiako works with the core group every day.*

*'Free flow environment' refers to a learning environment where children are not assigned to a specific room or space but are free to move between rooms or spaces depending on their own interest. The kaiako overseeing a 'free flow environment' can change.*

*Please mark one choice.*

- ☐ Kaiako work exclusively in core groups.
- ☐ Kaiako work mostly in core groups with occasional use of free flow environments.
- ☐ Kaiako work mostly in free flow environments.

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## **LQ\_15 (Form A) LQ\_16 (Form B)\_en-NZ**

**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)

☐☐☐

- b) Fees or charges paid directly or indirectly to this early learning service by parents or guardians

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Direct payments to this early learning service by employers of parents or guardians		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other non-governmental funding (e.g. funding from a church/synagogue/mosque, donations, parent/guardian fundraising, subsidies through non-profit early learning providers)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LQ\_17 (Form A) LQ\_18 (Form B)\_en-NZ

### 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.*

- ☐ Publicly-managed  
*This is an early learning service managed by a public education authority, government agency, or municipality.*
- ☐ 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.*

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## LQ\_18 (Form A) LQ\_19 (Form B)\_en-NZ

### **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.*

☐ Yes

☐ No

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## LQ\_19 (Form A) LQ\_20 (Form B)\_en-NZ

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

*Please mark one choice.*

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

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

## LQ\_21 (Form A) LQ\_22 (Form B)\_en-NZ

**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)





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## LQ\_22 (Form A)\_en-NZ

**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

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## LQ\_24 (Form A) LQ\_25 (Form B)\_en-NZ

**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

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## LQ\_25 (Form A) LQ\_26 (Form B)\_en-NZ

**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.*

- ☐ Yes, children were placed on a waiting list and later enrolled.
- ☐ Yes, children were placed on a waiting list and are still waiting for a place.
- ☐ Yes, but children were not placed on a waiting list.
- ☐ No.
- ☐ I do not have this information.

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## LQ\_28 (Form B)\_en-NZ

**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.

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

f) Children can access a bathroom easily.

☐☐☐☐☐

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

☐☐☐☐☐

h) Outdoor space has shaded areas.

☐☐☐☐☐

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## LQ\_28 (Form A) LQ\_29 (Form B)\_en-NZ

**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

☐☐

b) Online courses/seminars/workshops

☐☐

c) Supervision by the leader and/or experienced kaiako

☐☐

d) Networking/collaboration with other early learning services

☐☐

e) Observation visits to other classroom/groups at this early learning service

☐☐

f) Working in a team with experienced kaiako

☐☐

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

☐☐

h) Reduced work load

☐☐

i) General/administrative introduction

☐☐

j) Coaching programme

☐☐

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**LQ\_Headline\_Ped\_Admin\_Leadership\_en-NZ**

# 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 figures where necessary.*

## LQ\_29 (Form A) LQ\_30 (Form B)\_en-NZ

**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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Dismissing or suspending kaiako from employment

☐☐☐☐☐

c) Establishing kaiako salaries

☐☐☐☐☐

d) Deciding on budget allocations within the early learning service

☐☐☐☐☐

e) Establishing kaiako schedules

☐☐☐☐☐

f) Planning for professional development activities for kaiako

☐☐☐☐☐

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

☐☐☐☐☐

h) Approving children for admission to the early learning service

☐☐☐☐☐

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

☐☐☐☐☐

j) Choosing which materials/toys are used

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Deciding which activities for children are offered					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Deciding what information is given to parents or guardians on the early learning service					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Deciding what information is given to parents or guardians on their child's development, well-being and learning					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LQ\_30 (Form A)\_en-NZ

**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

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# LQ\_31 (Form A) LQ\_33 (Form B)\_en-NZ

**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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I observed kaiako practices and staff-child interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I provided feedback to kaiako based on my observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I took actions to support co-operation among kaiako to develop new approaches to early learning practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I took actions to ensure that kaiako take responsibility for improving their skills in working with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f) I worked on developing, revising or communicating a vision for this early learning service.

☐☐☐☐☐

g) I made changes in policies or practices at this early learning service based on monitoring results and external evaluation.

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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## LQ\_32 (Form A) LQ\_34 (Form B)\_en-NZ

**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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) Communication with primary school principals or teachers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c) Cooperation with child, family or social services (e.g. child protection agency, family support services)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d) Collaboration with health-related services (e.g. health services providing screening and support for children or families)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e) Consultation with child development specialists (e.g. speech-language therapists, psychologists)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f) Informal communication with parents or guardians (e.g. conversations on children's development or activities)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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g) Formal communication with parents or guardians (e.g. parent-staff meetings)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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h) Visits to children's homes to help parents or guardians reinforce children's well-being, development and learning

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## LQ\_33 (Form A) LQ\_35 (Form B)\_en-NZ

### 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

☐☐☐☐☐

- b) External inspection/monitoring of other structural features (e.g. child-adult ratio, group size, staff qualification levels)

☐☐☐☐☐

- c) External inspection/monitoring of staff practices by trained observers (e.g. quality of interaction with children, content of activities)

☐☐☐☐☐

d) External inspection/monitoring of financial records (e.g. financial audit)

☐☐☐☐☐

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## LQ\_34 (Form A) LQ\_36 (Form B)\_en-NZ

**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

☐☐

b) Organise visits to the next early learning service or primary schools for children making transitions

☐☐

c) Hold meetings with staff across early learning services or primary schools

☐☐

d) Offer in-service training sessions for the kaiako regarding transition issues

☐☐

e) Work with local authorities to develop transition programmes

☐☐

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

☐☐

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## LQ\_35 (Form A) LQ\_37 (Form B)\_en-NZ

**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

☐☐☐☐☐☐

- 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)

☐☐☐☐☐☐

- c) Meetings to allow parents or guardians to contribute to early learning service management decisions

☐☐☐☐☐☐

- d) Setting up events for families and prospective parents or guardians to visit the early learning service

☐☐☐☐☐☐

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## LQ\_36 (Form A) LQ\_38 (Form B)\_en-NZ

**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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c) The early learning service has excursions to libraries, museums or other cultural learning institutions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d) The early learning service has excursions to cultural performances e.g. music, dance, theatre.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## LQ\_37 (Form A) LQ\_39 (Form B)\_en-NZ

**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	Several times a	Monthly	Several times a
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year

Once every  
year

year

month

- a) Kaiako conduct descriptive assessments (e.g. portfolios, narrative or anecdotal records, documenting routine observations).

☐☐☐☐☐☐

- b) Kaiako conduct standardised assessments (e.g. screening instruments, rating scales and checklists).

☐☐☐☐☐☐

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## LQ\_Headline\_Work\_Climate\_en-NZ

### Work Climate and Job Satisfaction

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## LQ\_40 (Form A) LQ\_42 (Form B)\_en-NZ

**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.

☐☐☐☐

b) Parents or guardians have opportunities to actively participate in early learning service decisions.

☐☐☐☐

c) Children have opportunities to actively participate in decisions.

☐☐☐☐

d) There is a culture of shared responsibility for early learning service issues.

☐☐☐☐

e) I make the important decisions on my own.

☐☐☐☐

f) There is a collaborative culture which is characterised by mutual support.

☐☐☐☐

g) This early learning service encourages staff to lead new initiatives.

☐☐☐☐

## How strongly do you agree or disagree with the following statements?

*Please mark one choice in each row.*

Strongly disagree

Disagree

Agree

Strongly agree

a) I am satisfied with the salary I receive from my work.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

d) I enjoy working at this early learning service.

☐☐☐☐

e) I am satisfied with the support that I receive from parents or guardians in this early learning service.

☐☐☐☐

f) I am satisfied with the support that I receive from the staff in this early learning service.

☐☐☐☐

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

☐☐☐☐

h) I think that early learning kaiako are valued in society.

☐☐☐☐

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

☐☐☐☐

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## LQ\_43 (Form A) LQ\_45 (Form B)\_en-NZ

**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.

☐☐☐☐

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

☐☐☐☐

c) My job negatively impacts my mental health.

☐☐☐☐

d) My job negatively impacts my physical health.

☐☐☐☐

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## LQ\_44 (Form A) LQ\_46 (Form B)\_en-NZ

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

☐☐☐☐

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

☐☐☐☐

c) Keeping up with changing requirements from local or national authorities (e.g. Ministry of Education)

☐☐☐☐

d) Managing kaiako

☐☐☐☐

e) Addressing parent or guardian concerns

☐☐☐☐

f) Accommodating children with learning support needs

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

# LQ\_Headline\_End\_en-NZ

This is the end of the questionnaire.

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

Please ensure you have completed all questions and then exit the browser window.

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## LQ\_10 (Form A) LQ\_11 (Form B)\_ADL\_en-NZ

**Which best describes this early learning service's location?**

*Please mark one choice.*

- ☐ Rural area (up to 3,000 people)
- ☐ Small town (3,001 to 15,000 people)
- ☐ Town (15,001 to 40,000 people)
- ☐ Palmerston North, Napier, Porirua, Invercargill, Nelson or Upper Hutt (40,001 to 100,000 people)
- ☐ Tauranga, Dunedin, Hamilton, Wellington, Lower Hutt, or Christchurch (100,001 to 1,000,000 people)



☐ Auckland Super-city (more than 1,000,000 people)

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## LQ\_20 (Form A) LQ\_21 (Form B)\_ADL\_en-NZ

**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

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## LQ\_26 (Form A) LQ\_27 (Form B)\_ADL\_en-NZ

**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.*

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

☐

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## LQ\_03\_ADL\_en-NZ

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

*Please mark one choice.*

☐

Below NCEA Level 2 or a Certificate below Level 2

☐

NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate

☐

A Level 4 Certificate

☐

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

- ☐ Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma
- ☐ Master's degree
- ☐ Doctoral degree
- 

## LQ\_39 (Form A)\_a\_en-NZ

**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
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a) Give children enriching experiences through play

☐☐☐☐☐

b) Prepare children for school

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

j) Foster children's joy for exploration and learning

☐☐☐☐☐

**Do you currently work as a leader at more than one early learning service?**

*Please mark one choice.*

☐ Yes

☐ No

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**LQ\_08\_a\_en-NZ**

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

*Please write a number.*

Early learning service(s)

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**LQ\_Start\_en-NZ**



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

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

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**LQ\_08 (Form B)\_ADL\_en-NZ**

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

*Please mark one choice in each row.*

Yes

No

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

☐☐



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

☐☐

c) Using data for improving the quality of the early learning service (e.g. feedback from kaiako and parents or guardians)

☐☐

d) Designing the early learning service's goals for children's development, well-being and learning

☐☐

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

☐☐

f) Using digital resources and tools to facilitate management of this early learning service (e.g. to support kaiako work, to communicate with parents or guardians)

☐☐

g) Collaborating with parents or guardians

☐☐

h) Collaborating with other early learning services or primary schools

☐☐

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

☐☐

j) Observing kaiako's practices and kaiako-child interactions

☐☐

k) Providing effective feedback

☐☐

l) Promoting kaiako well-being

☐☐

m) Human resource management

☐☐

n) Financial management

☐☐

o) Promoting equity and diversity

☐☐

p) Bicultural curriculum development

☐☐

q) Ka Hikitia Ka Hāpaitia

☐☐

# LQ\_38 (Form A) LQ\_40 (Form B)\_ADL\_en-NZ

**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)

☐☐

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

☐☐

- c) Including books and pictures featuring people with various physical disabilities or differences

☐☐

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

☐☐

e) Employing kaiako that are representative of the diverse backgrounds of the children and families served

☐☐

f) Including books and pictures featuring Māori culture such as local iwi stories, landmarks, and/or history

☐☐

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## LQ\_41 (Form A) LQ\_43 (Form B)\_ADL\_en-NZ

**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)

☐☐☐☐

b) Shortage or inadequacy of indoor space

☐☐☐☐

c) Shortage or inadequacy of outdoor play space

☐☐☐☐

d) Shortage or inadequacy of digital resources and tools

☐☐☐☐

e) Insufficient Internet access

☐☐☐☐

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

☐☐☐☐

g) Requirements from local or national authorities (e.g., Ministry of Education)

☐☐☐☐

h) Changes in available funding

☐☐☐☐

i) Kaiako absences

☐☐☐☐

j) Lack of opportunities or support for kaiako's professional development

☐☐☐☐

k) Shortage of kaiako with competence in working with children from socio-economically disadvantaged homes

☐☐☐☐

l) Shortage of kaiako with competence in working with children with learning support needs

☐☐☐☐

m) Shortage of kaiako with competence in working with children speaking another language than the language(s) used in the early learning service

☐☐☐☐

n) Shortage of qualified staff

☐☐☐☐

o) Shortage of staff for the number of enrolled children

☐☐☐☐

p) Lack of parent or guardian involvement and support

☐☐☐☐

q) Staff turnover

☐☐☐☐

**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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge and understanding of current national/local policies on early learning			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Using data for improving the quality of the early learning service (e.g. feedback from kaiako and parents or guardians)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Designing the early learning service's goals for children's development, well-being and learning			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Knowledge and understanding of research and theories on pedagogy of young children			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f) Using digital resources and tools to facilitate management of this early learning service (e.g. to support kaiako work, to communicate with parents or guardians)

☐☐☐☐

g) Collaborating with parents or guardians

☐☐☐☐

h) Collaborating with other early learning services or primary schools

☐☐☐☐

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

☐☐☐☐

j) Observing kaiako's practices and kaiako-child interactions

☐☐☐☐

k) Providing effective feedback to kaiako

☐☐☐☐

l) Promoting kaiako well-being

☐☐☐☐

m) Human resource management

☐☐☐☐

n) Financial management



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Promoting equity and diversity			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Bicultural curriculum development			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Ka Hikitia Ka Hāpaitia			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## LQ\_07\_ADL\_en-NZ

**During the last 12 months, did you participate in any of the following professional development activities aimed at you as a leader?**

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

*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 and  
virtual/online

No

a) Courses/seminars/workshops

☐☐☐☐

b) Conferences where kaiako and/or leaders and/or researchers present their research or discuss education and care issues

☐☐☐☐

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

☐☐☐☐

d) Planned visits to other early learning services

☐☐☐☐

e) Coaching programme as part of a formal arrangement at this early learning service

☐☐☐☐

f) Formal or informal early learning staff and/or leader networks for the purpose of professional learning

☐☐☐☐

g) Induction/orientation programme

☐☐☐☐

# **National questions**

**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.*

a) Māori

b) Pacific

*e.g. Samoan, Tongan, Cook Island Māori, Niuean, Fijian, and any other Pacific peoples*

c) Asian

*e.g. Chinese, Indian, Korean, Filipino, Sri Lankan, and any other Asian peoples*

d) Pākehā/NZ European/Other European

e) Any other ethnic groups

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

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

☐ New Zealand European

☐ Māori

☐ Samoan

☐ Tongan

☐ Chinese

☐ Indian

☐ Filipino

☐ Other (please specify below)