



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

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

Staff Questionnaire

Main Survey Version

English

TALIS National Team: Data and Insights, Te Pae Aronui

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

SQ_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 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 centre 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 kaiako 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 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 or Freephone 0800 82 33 28 during business hours.

Thank you very much for your participation!

SQ_Headline_Background_en-NZ

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.

SQ_01_en-NZ

What is your gender?

Please mark one choice.

☐ Female

☐ Male

☐ Another gender

SQ_02_en-NZ

How old are you?

Please write a number.

Years

SQ_04_en-NZ

Do you speak any of the languages used by children who are dual/second language learners, excluding the main language(s) used at this early learning service?

Please mark one choice.

☐ Yes

☐ No

☐ There are no dual/second language learners

SQ_05_en-NZ

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.

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

SQ_06_en-NZ

What are your current working hours as a kaiako?

Please mark one choice.

- ☐ Full-time (more than 90% of full-time hours, >0.9 FTE)
- ☐ Part-time (50-90% of full-time hours, 0.5-0.9 FTE)

☐ Part-time (less than 50% of full-time hours, <0.5 FTE)

SQ_07_en-NZ

Why do you work part time as a kaiako?

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

☐ I was only looking for part-time work (e.g. due to health reasons, due to family commitments, due to further education).

☐ I was only offered part-time work (e.g. only part-time hours available, limited opening hours of early learning service).

SQ_08_ISCED02_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 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)

SQ_09_en-NZ

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

Please mark one choice.

☐ Yes

☐ No

SQ_10_en-NZ

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)

SQ_12_en-NZ

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

☐☐

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

SQ_13_en-NZ

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.

☐ Yes

☐ No

SQ_Headline_Professional_Development_en-NZ

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 (or more generally, as a professional).

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

SQ_17_en-NZ

Thinking of the professional development activities in which you participated during the last 12 months, overall, to what extent did they have a positive impact on your work with children?

Please mark one choice.

- ☐ Not at all
- ☐ To some extent
- ☐ Quite a bit
- ☐ A lot
-

SQ_19_en-NZ

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

Please mark one choice in each row.

Yes

No

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

☐☐

- b) Monetary supplements for time spent outside working hours

☐☐

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

☐☐

d) Reimbursement for out-of-pocket costs (e.g. transportation, materials, food)

☐☐

e) Materials needed for the activities (e.g. office supplies)

☐☐

f) Non-monetary rewards (e.g. classroom/group resources/materials, book vouchers, software/apps)

☐☐

g) Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities)

☐☐

h) Increased salary

☐☐

SQ_21_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) I do not have the necessary language skills.

☐☐☐☐

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

☐☐☐☐

f) Professional development is too expensive.

☐☐☐☐

g) There is a lack of leader support.

☐☐☐☐

h) Professional development conflicts with my work schedule.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

k) There are no incentives to participate.

☐☐☐☐

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

☐☐☐☐

SQ_Headline_Professional_Beliefs_en-NZ

Professional Practices and Beliefs

SQ_22 (Form B)_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) Self-care skills (e.g. feeding themselves, hygiene, dressing)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) Physical and motor skills (e.g. physical exercises, jumping, dancing)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c) Preparedness for school

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d) Knowledge and skills in specific subjects (e.g. early language, literacy, numeracy, science)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e) Ability to communicate and cooperate with others

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f) Ability to understand and manage one's own emotions

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Ability to stay focused, control impulses and complete tasks					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Creativity, imagination and ability to solve problems					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Autonomy and responsible decision-making					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Citizenship, tolerance and openness to other cultures					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Interest to care for the environment					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Joy for exploration and learning					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SQ_23_en-NZ

Thinking about the early learning sector as a whole, if the budget were to be increased by 5%, how would you rate the importance of the following spending priorities?

Please mark one choice in each row.

Very low importance	Somewhat low importance	Moderate importance	Somewhat high importance	Very high importance
a) Investing in toys or learning materials				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Investing in outdoor facilities				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Improving early learning service buildings and indoor facilities				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Investing in digital resources and tools				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Supporting dual/second language learners				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Supporting children with learning support needs				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Supporting children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) Reducing group sizes by recruiting more kaiako

☐☐☐☐☐

i) Offering high quality professional development for kaiako

☐☐☐☐☐

j) Improving kaiako salaries

☐☐☐☐☐

k) Reducing kaiako's administration load (e.g. by recruiting support staff)

☐☐☐☐☐

SQ_Headline_Text_en-NZ

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

SQ_26 (Form B)_en-NZ

There is a child in your group who usually seems shy, does not speak much and is reluctant to engage in group activities. One morning the child enthusiastically shows you a book on outer space, and he seems eager to share it with the group. Your plan for the group today was to finish a multi-day series of activities on animals. What do you do?

Please mark one choice in each row.

I definitely do not
do this

I probably do not
do this

I probably do this

I definitely do this

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

SQ_28 (Form A)_en-NZ

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

Please mark one choice in each row.

I definitely do not
do this

I probably do not
do this

I probably do this

I definitely do this

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

SQ_Headline_Work_Week_en-NZ

Work Week

SQ_35_en-NZ

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

SQ_36_en-NZ

Approximately how many hours did you spend on the following activities during your most recent complete calendar week, in your job at this early learning service?

For 'time spent in direct contact with children' please count time when you are responsible, alone or with colleagues, for children in the same room.

Include tasks that took place during weekends, evenings or other out of classroom/group/early learning service hours (including at home).

Some tasks may overlap. Please include time in all appropriate categories, even if there is overlap.

Please round to the nearest whole hour in each row. Write 0 (zero) if none.

a) Time spent in direct contact with children at this early learning service

Hours in total

b) Time spent without contact with children at this early learning service

Hours in total

c) Planning or preparing play and/or learning activities on your own

Hours in total

d) Planning or preparing play and/or learning activities with other kaiako

Hours in total

e) Documenting children's development, well-being and learning

Hours in total

- f) Collaborating or speaking with parents or guardians from this early learning service

Hours in total

- g) Participating in early learning service management, staff meetings or general administrative work

Hours in total

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

Hours in total

SQ_37 (Form A)_en-NZ

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

☐☐☐☐☐

b) Read books to children

☐☐☐☐☐

c) Asked questions when reading books to children

☐☐☐☐☐

d) Encouraged pre-verbal children to point to pictures when looking at a book

☐☐☐☐☐

e) Sang songs with or to the children

☐☐☐☐☐

f) Engaged children in activities that helped them pick out sounds in words (e.g. phonics games)

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

SQ_37 (Form B)_en-NZ

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
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a) Encouraged sharing amongst children

☐☐☐☐☐

b) Encouraged children if they helped each other

☐☐☐☐☐

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

☐☐☐☐☐

d) Encouraged children if they comforted each other

☐☐☐☐☐

SQ_38 (Form A)_en-NZ

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

☐
☐
☐
☐
☐

b) Played number games

☐
☐
☐
☐
☐

c) Sang songs with numbers

☐
☐
☐
☐
☐

d) Helped children to use numbers or to count

☐
☐
☐
☐
☐

e) Verbalised maths concepts in everyday routines (e.g. counting the number of children, using sequencing language in transitions such as 'first', 'second')

☐
☐
☐
☐
☐

f) Encouraged children to measure items (e.g. while cooking or building with blocks)

☐☐☐☐☐

SQ_38 (Form B)_en-NZ

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

f) Involved children in making plans for the day

☐☐☐☐☐

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

☐☐☐☐☐

SQ_39 (Form B)_en-NZ

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

☐☐☐☐☐

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

☐☐☐☐☐

c) Comforted children who were upset

☐☐☐☐☐

d) Helped children express their feelings

☐☐☐☐☐

SQ_Headline_Work_with_Target_U3_en-NZ

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.

SQ_Headline_Work_with_Target_ISCED02_en-NZ

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.

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

How many children were in this target group on that day?

Think of a point in time that represents the most common configuration of children within the target group.

Please write a number.

Children

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

Please indicate the number of children of the following ages who were in this target group on that day.

Please write a number in each row. Write 0 (zero) if none. If you do not know the exact number, please provide an estimate.

a) Children aged less than 1 year

b) Children aged 1 year

c) Children aged 2 years

d) Children aged 3 years

e) Children aged 4 years

f) Children aged 5 years

g) Children aged 6 years and above



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

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

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

Please mark one choice in each row.

Yes

No

a) Planning or preparing play and/or learning activities on your own

☐☐

b) Planning or preparing play and/or learning activities with other kaiako

☐☐

c) Collaborating or speaking with parents or guardians from this early learning service

☐☐

d) Participating in early learning service management, staff meetings or general administrative work

☐☐

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

☐☐

SQ_47 (Form A)_en-NZ

**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

☐☐☐☐☐

b) I asked supportive questions to encourage children to give longer
explanations

☐☐☐☐☐

c) I supported children to express their ideas by asking them questions.

☐☐☐☐☐

d) I rephrased or repeated statements to make sure I understood the children.

☐☐☐☐☐

e) I modelled the correct word rather than corrected children directly.

☐☐☐☐☐

f) I used words or phrasing that was new to children.

☐☐☐☐☐

SQ_47 (Form B)_en-NZ

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

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

Never

Rarely

Occasionally

Often

Always

a) I explained how a new activity relates to children's lives.

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

SQ_Headline_Practices_en-NZ

Practices With Other Kaiako and Parents or Guardians

SQ_48_en-NZ

On average, how often do you engage in the following activities in this early learning service?

Please mark one choice in each row.

Never	Less than monthly	Monthly	Weekly	Daily
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a) Provide feedback to other kaiako about their practice

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b) Engage in joint activities across different groups, including age groups

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

c) Exchange learning or pedagogical materials with colleagues

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

d) Co-design activities or content for children's development, well-being and learning with colleagues

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

e) Engage in discussions about the development or needs of specific children

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

f) Discuss the evaluation of children's development, well-being and learning with other kaiako

☐☐☐☐☐

SQ_49_en-NZ

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.

☐☐☐☐

- b) Parents or guardians are encouraged by kaiako to do play and learning activities with their children at home.

☐☐☐☐

- c) Parents or guardians are encouraged by kaiako to participate in regular classroom/group activities.

☐☐☐☐

- d) Parents or guardians are encouraged by kaiako to contribute to classroom/group level decisions.

☐☐☐☐

e) Parents or guardians are encouraged by kaiako to take on early learning service level tasks.

☐☐☐☐

f) Parents or guardians are given opportunities to actively participate in early learning service decisions.

☐☐☐☐

g) Parents or guardians communicate with kaiako using a digital platform (e.g. email, instant messaging apps).

☐☐☐☐

SQ_Headline_Work_Climate_en-NZ

Work Climate and Job Satisfaction

SQ_50_en-NZ

Thinking about the leader in this early learning service, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

a) The leader has a clear vision for this early learning service.

☐☐☐☐

b) The leader encourages co-operation among kaiako to develop new ideas in their practices.

☐☐☐☐

c) The leader encourages kaiako to take responsibility for improving their practices.

☐☐☐☐

d) The leader encourages all staff to have a say on important decisions.

☐☐☐☐

e) The leader promotes a culture of shared professional learning.

☐☐☐☐

f) The leader communicates effectively with kaiako.

☐☐☐☐

g) I need more support from my early learning service leader.

☐☐☐☐

SQ_51_en-NZ

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

Please mark one choice in each row.

Strongly disagree

Disagree

Agree

Strongly agree

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

☐☐☐☐

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

☐☐☐☐

c) I enjoy working at this early learning service.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

f) I would recommend this early learning service as a good place to work.

☐☐☐☐

g) I would like to change to another early learning service if that were possible.

☐☐☐☐

h) If I could decide again, I would still choose to work as a kaiako.

☐☐☐☐

i) The children value me.

☐☐☐☐

j) Parents or guardians value me as a kaiako.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

In your experience as a kaiako 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My job leaves me time for my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My job negatively impacts my mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My job negatively impacts my physical health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SQ_53_en-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 preparation work for children's activities

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

d) Having extra duties due to absent kaiako

☐☐☐☐

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

☐☐☐☐

f) Managing classroom/group behaviour

☐☐☐☐

g) Addressing parent or guardian concerns

☐☐☐☐

h) Accommodating children with learning support needs

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Having too many children in my classroom/group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Having too many tasks to do at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Having to adapt my practices with children due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Lacking resources (e.g. financial support, material resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Lacking technical skills for the use of digital resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SQ_54_en-NZ

How likely are each of the following factors to cause you to leave your role as a 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 an early learning service leader

☐☐☐☐

b) Become a teacher of primary or above

☐☐☐☐

c) Work in a different job not in the early learning sector

☐☐☐☐

d) Attend to family responsibilities

☐☐☐☐

e) Retire from work

☐☐☐☐

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

☐☐☐☐

g) Resolve physical health-related issues

☐☐☐☐

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

☐☐☐☐

SQ_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.

SQ_11_ADL_en-NZ

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

Please mark one choice.

- ☐ Did not finish form 1/Year 7 (or equivalent)
- ☐ 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)
- ☐ 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
-

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

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

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

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.

- a) Children whose first language is different from the language(s) used at the early learning service

- b) Children with learning support needs

- c) Children from socio-economically disadvantaged homes

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

SQ_Start_en-NZ



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

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

SQ_03_a_en-NZ

**Which of the following categories best represents your role
at this early learning service?**

*Please mark one choice to indicate which category best represents your role in
general when working at this early learning service.*

- ☐ Leader
*Individuals with the most responsibility for the administrative, managerial
and/or pedagogical leadership at the early learning service*

- ☐ Kaiako
Individuals responsible for the care and education of a group of children (e.g. educators), whether qualified or unqualified
- ☐ Teacher aide
Individuals assisting with the care and education of children (e.g. assistants, auxiliary staff)
- ☐ Staff for individual children
Individuals responsible for the care and education of specific children (e.g. with learning support needs)
- ☐ Staff for special tasks
Individuals responsible for specific subjects (e.g. music or physical education teachers)
- ☐ Student teacher
Individuals acquiring further qualifications while working
- ☐ Other

SQ_42_a_en-NZ

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

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

Never

Rarely

Occasionally

Often

Always

a) I explained the rules children should follow at the start of a new activity.

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

SQ_14 (Form A)_ADL_en-NZ

Were the following elements included in any of your education or training programmes that prepared you to work

with children?

Please mark one choice in each row.

Yes

No

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

☐☐

- b) Promoting play and peer interaction

☐☐

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

☐☐

- d) Supporting children's social and emotional development

☐☐

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

☐☐

- f) Classroom/group management

☐☐

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

☐☐

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

☐☐

i) Working with dual/second language learners

☐☐

j) Working with children with learning support needs

☐☐

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

☐☐

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

☐☐

m) Working with parents or guardians/families

☐☐

n) Supporting children's transitions to other early learning services or to primary schools

☐☐

o) Bicultural practice (e.g. inclusion of te reo Māori and tikanga in curriculum)

☐☐

SQ_15_ADL_en-NZ

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 and
virtual/online

No

a) Courses/seminars/workshops

☐☐☐☐

b) Conferences where kaiako 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 to inform my practice

☐☐☐☐

e) Planned visits to other classrooms/groups at this early learning service to inform my practice

☐☐☐☐

f) Coaching programme as part of a formal arrangement at my early learning service

☐☐☐☐

g) Formal or informal kaiako networks for the purpose of professional learning

☐☐☐☐

h) Induction/orientation programme

☐☐☐☐

i) Māori language and culture (e.g., Te Ahu o Te Reo Māori)

☐☐☐☐

j) Other

☐☐☐☐

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

Please mark one choice in each row.

Yes

No

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

☐☐

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

☐☐

c) Promoting play and peer interaction

☐☐

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

☐☐

e) Supporting children's social and emotional development

☐☐

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

☐☐

g) Classroom/group management

☐☐

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

☐☐

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

☐☐

j) Working with dual/second language learners

☐☐

k) Working with children with learning support needs

☐☐

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

☐☐

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

☐☐

n) Working with parents or guardians/families

☐☐

o) Supporting children's transitions to other early learning services or to primary schools

☐☐

p) Māori language and culture

☐☐

SQ_20_1_ADL_en-NZ

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

Please mark one choice in each row.

No need at present

Low level of need

Moderate level of
need

High level of need

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

☐☐☐☐

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

☐☐☐☐

c) Promoting play and peer interaction

☐☐☐☐

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

☐☐☐☐

e) Supporting children's social and emotional development

☐☐☐☐

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

☐☐☐☐

g) Classroom/group management

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

j) Working with dual/second language learners

☐☐☐☐

k) Working with children with learning support needs

☐☐☐☐

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

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	Working with parents or guardians/families			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o)	Supporting children's transitions to other early learning services or to primary schools			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p)	Māori language and culture			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SQ_33_ADL_en-NZ

When considering daily interactions with children, to what extent do the following 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) Books and pictures feature people from a variety of ethnic and cultural groups.

☐☐☐☐

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

☐☐☐☐

c) Books and pictures feature people with various physical disabilities or differences.

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

h) Books and pictures feature the local iwi stories, landmarks, and/or history.

☐☐☐☐

SQ_24_ADL_en-NZ

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

Please mark one choice in each row.

Not at all

To some extent

Quite a bit

A lot

a) Support the development of children from disadvantaged backgrounds

☐☐☐☐

b) Adapt your work to individual child needs

☐☐☐☐

c) Help children develop their capacity to learn independently

☐☐☐☐

d) Help children prepare for transitioning to other early learning services or to primary schools

☐☐☐☐

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

☐☐☐☐

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

☐☐☐☐

g) Help children develop creativity and problem solving

☐☐☐☐

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

☐☐☐☐

i) Provide all children with a feeling of security

☐☐☐☐

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

☐☐☐☐

k) Foster an environment that normalises the use of te reo Māori and tikanga Māori

☐☐☐☐

National questions

Please estimate the number of children in the target group on that day 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

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) Affirm the language, culture and identity of children in this early learning service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Support children's ability to express their own culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Integrate the principles of Te Tiriti o Waitangi in my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about early learning as a whole, what is your single most important recommendation to stakeholders or policy makers in New Zealand?

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)