



Organisation for Economic Co-operation and Development (OECD)

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

Leader Questionnaire

<ISCED 2011 Level 02> and <U3>

Main Survey Version

[International English, UK Spelling]

[National Project Information]

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

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 <ECEC setting leaders and staff> 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). <Country of survey>, along with 16 other countries, is taking part in the survey.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. <ECEC setting leaders and staff> 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 <ECEC settings> in the participating countries. Countries and individuals may differ in their ECEC approaches. We rely on your expertise to describe your work and opinions as accurately as possible.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the type of <ECEC setting> within a country, you are guaranteed that neither you, this <ECEC setting>, nor any <ECEC setting> personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

- <In this questionnaire 'ECEC staff' refers to: insert national definition of 'ECEC staff'>.
- <In this questionnaire 'ECEC setting leader' refers to: insert national definition of 'ECEC setting leader'>.
 - If you are an <ECEC setting leader> working in more than one <ECEC setting>, when answering the questions please refer to the <ECEC setting> from which you received this questionnaire.
- <In this questionnaire 'this ECEC setting' refers to: insert national definition of 'ECEC setting'>.
- 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 [National Return Procedures and Date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

Thank you very much for your participation!

LQ_Introduction

Your Background Information

These questions are about you, your education and your position as **<ECEC setting leader>**. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

LQ_Headline_Background

1. What is your gender?

Please mark one choice.

- ₁ Female
₂ Male
₃ **<country-specific>**

LQ_01

2. How old are you?

Please write a number.

Years

LQ_02

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

Please mark one choice.

- ₁ Below **<ISCED 2011 Level 3>**
₂ **<ISCED 2011 Level 3>**
₃ **<ISCED 2011 Level 4>**
₄ **<ISCED 2011 Level 5>**
₅ **<ISCED 2011 Level 64>**
₆ **<ISCED 2011 Level 65>**
₇ **<ISCED 2011 Level 66>**
₈ **<ISCED 2011 Level 7>**
₉ **<ISCED 2011 Level 8>**

LQ_03

4. Did the <education or training> you completed include the following topics?

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

Please mark one choice in each row.

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

LQ_04

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

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

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

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

- a) Year(s) working as an <ECEC setting leader> at this <ECEC setting>
- b) Year(s) working as an <ECEC setting leader> in total
- c) Year(s) working in other roles in an <ECEC setting> in total (do not include years working as an <ECEC setting leader>)
- 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 <college> or university, but do not include years working in an <ECEC setting>)

LQ_05

6. How many hours do you usually work each week for this <ECEC setting>?

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

If you work at multiple <ECEC settings>, please only include hours worked for the <ECEC setting> where you received this questionnaire.

Paid working hours

Additional unpaid working hours

LQ_06

7. Do you currently work as an <ECEC setting leader> at more than one <ECEC setting>?

Please mark one choice.

₁ Yes

₂ No

LQ_07_a

8. If 'Yes'

in the previous question, please indicate at how many other <ECEC settings> you currently work as an <ECEC setting leader>.

Please write a number.

	<input style="width: 20px; height: 20px;" type="text"/>	<ECEC setting(s)>	
		LQ_08_a	

9. During the last 12 months, did you participate in any of the following professional development activities aimed at you as an <ECEC setting leader>?

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

An '<induction/orientation> programme' involves activities designed to support <ECEC staff> and <ECEC setting leaders> who are introduced into the ECEC profession or who are new to an <ECEC setting>.

Please mark one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person and virtual/online	No
a) Courses/seminars/workshops	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Conferences where <ECEC staff> and/or <ECEC setting leaders> and/or researchers present their research or discuss education and care issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Qualification programme (e.g. a degree programme) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Planned visits to other <ECEC settings>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) <Coaching programme> as part of a formal <ECEC setting> arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Formal or informal <ECEC staff> and/or <ECEC setting leaders> networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) <Induction/orientation> programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

LQ_07

10. 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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Knowledge and understanding of current national/local policies on <ECEC>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Using data for improving the quality of the <ECEC setting> (e.g. feedback from <ECEC staff> and parents or guardians)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Designing the <ECEC setting's> goals for children's development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Knowledge and understanding of research and theories on pedagogy of young children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Using <digital resources and tools> to facilitate <ECEC setting> management (e.g. to support <ECEC staff> work, to communicate with parents or guardians)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Collaborating with parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Collaborating with other <ECEC settings> or <ISCED 2011 Level 1> schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Collaborating with community services (e.g. health services, social services)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Observing <ECEC staff's> practices and <ECEC staff>-child interactions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Providing effective feedback to <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Promoting <ECEC staff> well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

LQ_08 (Form B)

11. 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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Knowledge and understanding of current national/local policies on <ECEC>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Using data for improving the quality of the <ECEC setting> (e.g. feedback from <ECEC staff> and parents or guardians)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Designing the <ECEC setting's> goals for children's development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Knowledge and understanding of research and theories on pedagogy of young children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Using <digital resources and tools> to facilitate <ECEC setting> management (e.g. to facilitate <ECEC staff> work, to communicate with parents or guardians)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Collaborating with parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Collaborating with other <ECEC settings> or <ISCED 2011 Level 1> schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Collaborating with community services (e.g. health services, social services)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Observing <ECEC staff's> practices and <ECEC staff>-child interactions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Providing effective feedback to <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Promoting <ECEC staff> well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

LQ_08 (Form A) LQ_09 (Form B)

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

Please mark one choice in each row.

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

LQ_09 (Form A) LQ_10 (Form B)

<ECEC Setting> Background Information

LQ_Headline_ECEC_Setting_Background

13. Which best describes this <ECEC setting's> location?

Please mark one choice.

- ₁ <A village, hamlet or rural area> (up to 3,000 people)
- ₂ <Small town> (3,001 to 15,000 people)
- ₃ <Town> (15,001 to 100,000 people)
- ₄ <City> (100,001 to 1,000,000 people)
- ₅ <Large city> (more than 1,000,000 people)

LQ_10 (Form A) LQ_11 (Form B)

14. Thinking about the neighbourhood where this <ECEC setting> is located, how strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) There is <litter> lying around.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is vandalism.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) People from diverse backgrounds (e.g. different ethnicity or culture, migrant background, sexual or gender minorities) experience insults or attacks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There are public places where children can play safely.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are nearby services for families (e.g. health services, social services).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There are drug-related problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

LQ_12 (Form B)

15. Which of the following statements best describes this <ECEC setting's> location?

Please mark all that apply.

- ₁ In a stand-alone building (i.e. the building contains the <ECEC setting> only)
- ₂ Co-located with <ISCED 2011 Level 1>
- ₃ Co-located with another <ECEC setting>
- ₄ In your home or another home
- ₅ Other

LQ_12 (Form A) LQ_13 (Form B)

16. Are there <ECEC staff> at this <ECEC setting> who speak the language of parents or guardians who do not speak the main language(s) used at this <ECEC setting>?

Please mark one choice.

- ₁ Yes, there are <ECEC staff> who can communicate with all parents or guardians who do not speak the main language(s) used at this <ECEC setting>.
- ₂ Yes, there are <ECEC staff> who can communicate with some parents or guardians who do not speak the main language(s) used at this <ECEC setting>.
- ₃ No, there are no <ECEC staff> who can communicate with parents or guardians who do not speak the main language(s) used at this <ECEC setting>.
- ₄ All parents or guardians speak the main language(s) used at this <ECEC setting>.

LQ_13 (Form A) LQ_14 (Form B)

17. How is the work with children organised at this <ECEC setting>?

'<Closed/core group>' refers to a learning environment where children are assigned a specific room or space where they spend most of their time at the <ECEC setting>. While they mostly engage with the children in their <closed/core group>, they may interact with other children in the <ECEC setting> in a shared space. At least one <ECEC staff> works with the <closed/core group> every day.

'<Open group/free flow environment>' refers to a learning environment where children are not assigned to a specific room or space but are free to move between rooms or spaces depending on their own interests. The <ECEC staff> overseeing an '<open group/free flow environment>' can change.

Please mark one choice.

- ₁ <ECEC staff> work exclusively in <closed/core groups>.
- ₂ <ECEC staff> work mostly in <closed/core groups> with occasional use of <open group/free flow environments>.
- ₃ <ECEC staff> work mostly in <open group/free flow environments>.

LQ_14 (Form A) LQ_15 (Form B)

18. Did this <ECEC setting> receive funding from the following sources during the last 12 months?

Please mark one choice in each row.

	Yes	No	Do not know
a) Direct payments to <ECEC setting> by <Government> (including entities at any level of <Government>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Fees or charges paid <directly or indirectly> to the <ECEC setting> by parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Direct payments to <ECEC setting> by employers of parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Other non-governmental funding (e.g. funding from a <church/synagogue/mosque>, donations, parent/guardian fundraising, subsidies through non-profit ECEC providers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

LQ_15 (Form A) LQ_16 (Form B)

19. Is this <ECEC setting> <publicly- or privately-managed>?

Please answer with reference to the organisation *responsible for the day-to-day management of the <ECEC setting>*, regardless of the ownership or funding sources of the <ECEC setting>.

Please mark one choice.

₁ Publicly-managed

This is an <ECEC setting> *managed* by a public education authority, government agency, or municipality.

₂ Privately-managed

This is an <ECEC setting> *managed* by a non-government organisation; e.g. a <church, synagogue, mosque>, trade union, business, other private institution or person.

LQ_17 (Form A) LQ_18 (Form B)

20. Is this <ECEC setting> part of a <chain/franchise/network> of <ECEC settings>?

An <ECEC setting> that is part of a <chain/franchise/network> is one that is centrally managed by a single, non-government organisation that manages multiple <ECEC settings>. This can be a chain, franchise or network. It may receive public funding.

Please mark one choice.

₁ Yes

₂ No

LQ_18 (Form A) LQ_19 (Form B)

21. Is this <ECEC setting> a for-profit or a non-profit organisation?

Please mark one choice.

₁ For profit

This <ECEC setting> *aims* to make more money than its costs (a profit).

₂ Non-profit

This <ECEC setting> *does not aim* to make a profit, or all profits are re-invested into the <ECEC setting>.

LQ_19 (Form A) LQ_20 (Form B)

22. For each type of position listed below, please indicate the number of <ECEC staff> (head count) currently working in this <ECEC setting>.

<ECEC 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 <ECEC staff>, whether or not they are directly employed by the <ECEC setting>.

Include staff working *with children* in <ISCED 2011 Level 02> or below at this <ECEC setting>.

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

a <ECEC setting leaders>

) *Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the <ECEC setting>*

b <Teachers>

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

c <Assistants>

) *Individuals assisting with the care and education of children (e.g. assistants, auxiliary staff)*

d Other <ECEC staff> (e.g. <staff for special tasks>, <intern>)

)

LQ_20 (Form A) LQ_21 (Form B)

23. Please indicate the number of <ECEC staff> (head count) in this <ECEC setting> for each of the categories below.

Count any <ECEC staff> members who began work or left the <ECEC setting> for any reason, including retirement, parental leave, and temporary teaching.

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

Include staff working *with children* in <ISCED 2011 Level 02> or below at this <ECEC setting>.

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

a) <ECEC staff> who began work at this <ECEC setting> during the last 12 months

b) <ECEC staff> who permanently left this <ECEC setting> during the last 12 months

c) <ECEC staff> who temporarily did not work at this <ECEC setting> during the last 12 months (e.g. <ECEC staff> on extended leave, sabbatical, parental leave)

LQ_21 (Form A) LQ_22 (Form B)

24. Please indicate the number of <ECEC staff> (head count) who were absent due to sick leave on the most recent Tuesday that this <ECEC setting> was in session.

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

Include staff working with children in <ISCED 2011 Level 02> or below at this <ECEC setting>.

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

<ECEC staff> absent due to temporary sick leave

LQ_22 (Form A)

25. What is the number of children currently enrolled in <ISCED 2011 Level 02> or below in this <ECEC setting>?

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

Please include all children attending this <ECEC setting> regardless of whether they attend on full-time or part-time basis.

Children

LQ_24 (Form A) LQ_25 (Form B)

26. During the last 12 months, were there children who wanted to enrol at this <ECEC setting> but who were not able to because there were no available places?

Please mark all that apply.

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

LQ_25 (Form A) LQ_26 (Form B)

27. Please estimate the number of children in this <ECEC setting> who have the following characteristics.

Children may fall into multiple categories; please estimate the number of children in each category regardless of potential overlap.

This question asks about your personal perception of children’s background. It is acceptable to base your replies on rough estimates.

<‘Children with special education needs’ are those for whom a special learning need has been 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.

<‘Ethnic/national minorities or Indigenous communities’ refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

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

	Children
a) Children under the age of 3	_ _ _
b) Children age 3 and older	_ _ _
c) Children whose <first language> is different from the language(s) used at the <ECEC setting>	_ _ _
d) Children with special education needs	_ _ _
e) Children from <socio-economically disadvantaged homes>	_ _ _
f) Children who are immigrants or with migrant backgrounds (not including refugees)	_ _ _
g) Children who are refugees	_ _ _
h) Children belonging to <ethnic/national minorities or Indigenous communities> .	_ _ _

LQ_26 (Form A) LQ_27 (Form B)

28. To what extent do you agree with the following statements about the physical space at this <ECEC setting>?

Please mark one choice in each row.

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

LQ_28 (Form B)

29. Which of the following <induction/orientation> activities are available at this <ECEC setting>?

'<Induction/orientation> activities' are designed to support <ECEC staff> and <ECEC setting leaders> who are introduced into the ECEC profession or who are new to an <ECEC setting>. They are either organised in structured programmes or informally arranged as separate activities.

Please mark one choice in each row.

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

LQ_28 (Form A) LQ_29 (Form B)

<ECEC Setting> Pedagogical and Administrative Leadership

These questions are about the leadership in this <ECEC setting> and include questions about administrative and pedagogical aspects of this leadership. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

LQ_Headline_Ped_Admin_Leadership

30. Regarding this <ECEC setting>, who has a significant responsibility for the following tasks?

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

Please mark as many choices as appropriate in each row.

		Me	Other members of the staff	<ECEC setting> <governing board>	<Local, municipal/regional, state, or national/federal> authority	Not applicable
a) Appointing or hiring <ECEC staff>		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Dismissing or suspending <ECEC staff> from employment		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Establishing <ECEC staff> salaries		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Deciding on budget allocations within the <ECEC setting>		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Establishing <ECEC staff> schedules		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Planning for professional development activities for the <ECEC staff>		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Establishing plans for assessment and monitoring of children's development, well-being and learning		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

- h) Approving children for admission to the <ECEC setting> ₁ ₂ ₃ ₄ ₅
- i) Establishing the curriculum framework for supporting children’s development, well-being and learning ₁ ₂ ₃ ₄ ₅
- j) Choosing which materials/toys are used ₁ ₂ ₃ ₄ ₅
- k) Deciding which activities for children are offered ₁ ₂ ₃ ₄ ₅
- l) Deciding what information is given to parents or guardians on the <ECEC setting> ₁ ₂ ₃ ₄ ₅
- m) Deciding what information is given to parents or guardians on their child’s development, well-being and learning ₁ ₂ ₃ ₄ ₅

LQ_29 (Form A) LQ_30 (Form B)

31. On average throughout the last 12 months, what percentage of time in your role as an <ECEC setting leader> did you spend on the following tasks in this <ECEC setting>?

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

Please ensure that responses add up to 100%.

- a) % Administrative leadership tasks and meetings
Including regulations, reports, budget, preparing for audit, responding to requests from district, regional, state, or national officials, strategic planning, developing <ECEC setting> improvement plans, and human resource and personnel issues such as hiring <ECEC staff>
- 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 <ECEC settings>, schools, child, family or social services, child development specialists, health-related services
- f) % Other
-
- 100 % Total**

LQ_30 (Form A)

32. Please indicate how frequently you engaged in the following activities in this <ECEC setting> during the last 12 months.

Please mark one choice in each row.

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

LQ_31 (Form A) LQ_33 (Form B)

33. How often do the following activities take place in this <ECEC setting>?

Please mark one choice in each row.

		Never	Less than monthly	Monthly	Weekly	Daily
a)	Communication with staff and/or leaders from other <ECEC settings>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Communication with <ISCED 2011 Level 1> school principals or teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Cooperation with child, family or social services (e.g. <child protection agency, family support services>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Collaboration with health-related services (e.g. <health services providing screening and support for children or families>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Consultation with child development specialists (e.g. speech therapists, psychologists)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Informal communication with parents or guardians (e.g. conversations on children's development or activities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Formal communication with parents or guardians (e.g. parent-staff meetings)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h)	Visits to children's homes to help parents or guardians reinforce children's well-being, development and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

LQ_32 (Form A) LQ_34 (Form B)

34. How frequently does this <ECEC setting> receive the following types of <external inspection/monitoring>?

'<External inspection/monitoring>' refers to the practice of evaluating the <ECEC setting> by assessors/evaluators from outside of the setting.

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once every year	More than once every year
a) <External inspection/monitoring> of facilities for meeting health, safety and infrastructure requirements	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) <External inspection/monitoring> of other structural features (e.g. child-adult ratio, group size, staff qualification levels)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) <External inspection/monitoring> of staff practices by trained observers (e.g. quality of interaction with children, content of activities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) <External inspection/monitoring> of financial records (e.g. financial audit)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

LQ_33 (Form A) LQ_35 (Form B)

35. Does this <ECEC setting> undertake any of the following activities in order to facilitate children’s transition to a new <ECEC setting> or school?

Please mark one choice in each row.

	Yes	No
a) Communicate with <ECEC settings> or <ISCED 2011 Level 1> schools about children making transitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Organise visits to the next <ECEC setting> or <ISCED 2011 Level 1> schools for children making transitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Hold meetings with staff across <ECEC settings> or <ISCED 2011 Level 1> schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Offer in-service training sessions for the <ECEC staff> regarding transition issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Work with local authorities to develop transition programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Provide activities for parents or guardians to understand the transition (e.g. information sessions, meetings with parents or guardians, home visits)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

LQ_34 (Form A) LQ_36 (Form B)

36. How often does this <ECEC setting>, either alone or in conjunction with another organisation, provide any of the following to parents or guardians?

Please mark one choice in each row.

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

LQ_35 (Form A) LQ_37 (Form B)

37. How often do the following activities take place at this <ECEC setting>?

Please mark one choice in each row.

	Never	Less than once a year	Once every year	Several times a year	Monthly	Several times a month
a) The <ECEC setting> has excursions to outdoor areas, such as parks, forests, beaches or other nature areas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) This <ECEC setting> engages children in activities related to caring for the environment (e.g. recycling materials, maintaining a garden, minimising food waste).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) The <ECEC setting> has excursions to libraries, museums or other cultural learning institutions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) The <ECEC setting> has excursions to cultural performances e.g. music, dance, theatre.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

LQ_36 (Form A) LQ_38 (Form B)

38. How often do the following assessments of children’s development, well-being and learning take place in this <ECEC setting>?

Please mark one choice in each row.

	Never	Less than once a year	Once every year	Several times a year	Monthly	Several times a month
a) <ECEC staff> conduct descriptive assessments (e.g. portfolios, narrative or anecdotal records, documenting routine observations).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) <ECEC staff> conduct standardised assessments (e.g. screening instruments, rating scales and checklists).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

LQ_37 (Form A) LQ_39 (Form B)

39. In this <ECEC setting>, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Supporting play that encourages children’s expression of diverse ethnic and cultural identities (e.g. re-enacting a religious festival learned about through parents, peers, <ECEC staff> or books)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Including books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Including books and pictures featuring people with different physical needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Including books and pictures featuring diverse family structures (e.g. single parent families, families with parents from sexual or gender minorities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Employing <ECEC staff> that are representative of the diverse backgrounds of the children and families served	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

LQ_38 (Form A) LQ_40 (Form B)

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

Please mark one choice in each row.

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

LQ_39 (Form A)_a

Work Climate and Job Satisfaction

LQ_Headline_Work Climate

41. To what extent do the following statements apply to this <ECEC setting>?

Please mark one choice in each row.

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

LQ_40 (Form A) LQ_42 (Form B)

42. To what extent do the following issues hinder this <ECEC setting's> capacity to provide a quality environment for development, well-being and learning of children?

Please mark one choice in each row.

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

LQ_41 (Form A) LQ_43 (Form B)

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

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
a)	I am satisfied with the salary I receive from my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Apart from my salary, I am satisfied with the terms of my <ECEC setting leader> <contract/employment> (e.g. benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	<u>I cannot influence decisions that are important for my work.</u>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I enjoy working at this <ECEC setting>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	I am satisfied with the support that I receive from parents or guardians in this <ECEC setting>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I am satisfied with the support that I receive from the staff in this <ECEC setting>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I need more support from <local, municipality/regional, state, or national/federal> authorities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I think that <ECEC staff> are valued in society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

LQ_42 (Form A) LQ_44 (Form B)

44. In your experience as an <ECEC setting leader> at this <ECEC setting>, to what extent do the following occur?

Please mark one choice in each row.

		Not at all	To some extent	Quite a bit	A lot
a)	I experience stress in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	My job leaves me time for my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	My job negatively impacts my mental health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	My job negatively impacts my physical health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

LQ_43 (Form A) LQ_45 (Form B)

45. Thinking about your job at this <ECEC setting>, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Having too much administrative work to do (e.g. filling out forms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Being held responsible for children’s development, well-being and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Managing <ECEC staff>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Accommodating children with special education needs .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Lacking human resources (e.g. insufficient roles, unfilled positions, absent staff)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Lacking other resources (e.g. financial support and material resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Lacking technical skills for the use of <digital resources and tools>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Having to adapt my practice due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

LQ_44 (Form A) LQ_46 (Form B)

This is the end of the questionnaire.

Thank you very much for your participation!

Please <National Return Procedures and Date>