Organisation for Economic Co-operation and Development (OECD)

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

Staff 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 centre personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

- <In this questionnaire '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'>.
- <In this questionnaire 'this ECEC setting' refers to: insert national definition of 'ECEC setting'>.
    - If you are an <ECEC staff> working in more than one <ECEC setting>, when answering the questions please refer to the <ECEC setting> from which you received this questionnaire.
- This questionnaire should take approximately 45 minutes to complete.
- Guidelines for answering the questions are typed in *italics*. Most questions can be answered by marking the one most appropriate answer.
- 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!

Background Information

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

1. What is your gender?

Please mark one choice.

☐₁ Female

☐₂ Male

☐₃ <mark><country-specific>d</mark>

SQ_01

2. How old are you?

Please write a number.

|__|__| Years

SQ_02

3. **Which of the following categories best represents your role at this <mark>\<ECEC setting\></mark>?**

Please <u>mark one choice</u> to indicate which category best represents your role in general when working at this <mark>\<ECEC setting\></mark>.

☐₁ <mark>\<ECEC setting leader\></mark>

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

☐₂ <mark>\<Teacher\></mark>

Individuals <u>responsible</u> for the care and education of a group of children (e.g. educators)

☐₃ <mark>\<Assistant\></mark>

Individuals <u>assisting</u> with the care and education of children (e.g. assistants, auxiliary staff)

☐₄ <mark>\<Staff for individual children\></mark>

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

☐₅ <mark>\<Staff for special tasks\></mark>

Individuals responsible for specific subjects (e.g. music or physical education teachers)

☐₆ <mark>\<Intern\></mark>

Individuals acquiring further qualifications while working

☐₇ Other

SQ_03_a

4. **Do you speak any of the languages used by children who are <mark>\<dual/second language learners\></mark>, excluding the main language(s) used at this <mark>\<ECEC setting\></mark>?**

Please mark one choice.

☐₁ Yes

☐₂ No

☐₃ There are no <mark>\<dual/second language learners\></mark>.

SQ_04

5. **What is your employment status as an <mark>\<ECEC staff\></mark> <u>at this</u> <mark>\<ECEC setting\></mark>?**

Employment status refers to the type of <mark>\<contract agreement\></mark> you have to work in this <mark>\<ECEC setting\></mark>.

Please mark one choice.

☐₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)

☐₂ Fixed-term (a contract with a fixed end-point) or temporary employment

☐₃ Self-employed (person who does <u>not</u> have a permanent or fixed-term contract with an employer e.g. person runs their own business)

☐₄ No contract of employment

SQ_05

6. **What are your current working hours as an <mark>\<ECEC staff\></mark>?**

Please mark one choice.

☐₁ Full-time (more than 90% of full-time hours) ➔ **Please go to Question <mark>[8]</mark>.**

☐₂ Part-time (50-90% of full-time hours)

☐₃ Part-time (less than 50% of full-time hours)

SQ_06

7. Why do you work part-time as an <mark>\<ECEC staff\></mark>?

Please mark the choice which <u>best</u> describes why you work part-time.

☐₁ I was only looking for part-time work (e.g. due to health reasons, due to family commitments, due to further education).

☐₂ I was only offered part-time work (e.g. only part-time hours available, limited opening hours of <mark>\<ECEC setting\></mark>).

SQ_07

8. 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 <mark>\<ECEC staff\></mark> <u>at this</u> <mark>\<ECEC setting\></mark>

b) |___|___| Year(s) working as an <mark>\<ECEC staff\></mark> <u>in total</u>

c) |___|___| Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a <mark>\<nanny/babysitter\></mark>, as a tutor, or as a teacher in a primary or secondary school, a <mark>\<college\></mark> or university, but do not include years working as an <mark>\<ECEC staff\></mark>)

SQ_08_ISCED02

9. Do you currently work as an <mark>\<ECEC staff\></mark> <mark>at more than one</mark> <mark>\<ECEC setting\></mark>?

Please mark one choice.

☐₁ Yes

☐₂ No → **Please go to Question [11].**

SQ_09

10. If 'Yes' in the previous question, please indicate at how many <u>other</u> <mark>\<ECEC settings\></mark> you currently work as an <mark>\<ECEC staff\></mark>.

Please write a number.

|___|___| <mark>\<ECEC setting(s)\></mark>

SQ_10

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

Please mark one choice.

☐₁ <mark>\<ISCED 2011 Level 1\></mark>

☐₂ <mark>\<ISCED 2011 Level 2\></mark>

☐₃ <mark>\<ISCED 2011 Level 3\></mark>

☐₄ <mark>\<ISCED 2011 Level 4\></mark>

☐₅ <mark>\<ISCED 2011 Level 5\></mark>

☐₆ <mark>\<ISCED 2011 Level 64\></mark>

☐₇ <mark>\<ISCED 2011 Level 65\></mark>

☐₈ <mark>\<ISCED 2011 Level 66\></mark>

☐₉ <mark>\<ISCED 2011 Level 7\></mark>

☐₁₀ <mark>\<ISCED 2011 Level 8\></mark>

SQ_11

12. Have you completed any of the following <mark>\<education or training\></mark> programmes that <u>prepared you to work with children</u>?

An '<mark>\<education or training\></mark> programme' refers to any <mark>\<ISCED 2011 Level\></mark> 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)	A <mark>\<ISCED 2011 Level 3\></mark> programme	☐₁	☐₂
b)	A <mark>\<ISCED 2011 Level 4 or Level 5\></mark> programme	☐₁	☐₂
c)	A <mark>\<ISCED 2011 Level 6\></mark> programme	☐₁	☐₂
d)	A <mark>\<ISCED 2011 Level 7\></mark> programme or higher	☐₁	☐₂
e)	Other certified <mark>\<education or training\></mark> programme	☐₁	☐₂
f)	Other education or training programme that did not lead to a qualification or certificate	☐₁	☐₂

SQ_12

If you answered 'No' to all of the above → Please go to Question <mark>[15]</mark>.

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

'Practical training' refers to working in an <mark>\<ECEC setting\></mark> directly with children under supervision as part of the <mark>\<education or training\></mark> programme.

Please mark one choice.

☐₁ Yes

☐₂ No

SQ_13

14. Were the following elements included in any of your <mark>\<education or training\></mark> 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)	☐₁	☐₂
b)	Promoting play and peer interaction	☐₁	☐₂
c)	Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)	☐₁	☐₂
d)	Supporting children's social and emotional development	☐₁	☐₂
e)	Supporting children's interest to care for the environment	☐₁	☐₂
f)	<mark>\<Classroom/playgroup/group\></mark> management	☐₁	☐₂
g)	Monitoring/documenting child development, well-being and learning	☐₁	☐₂
h)	Using <mark>\<digital resources and tools\></mark> to facilitate working with children	☐₁	☐₂
i)	Working with <mark>\<dual/second language learners\></mark>	☐₁	☐₂
j)	Working with children with special education needs	☐₁	☐₂
k)	Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)	☐₁	☐₂
l)	Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)	☐₁	☐₂
m)	Working with parents or guardians/families	☐₁	☐₂
n)	Supporting children's transitions to other <mark>\<ECEC settings\></mark> or to <mark>\<ISCED 2011 Level 1\></mark> schools	☐₁	☐₂

SQ_14 (Form A)

Professional Development

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

Please only consider professional development activities you have taken after joining the profession as an <ECEC staff>.

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

    '<Coaching programme>' refers to activities where <ECEC staff> have a dedicated coach that supports them in improving their practice.

    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	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Conferences where <ECEC staff> and/or researchers present their research or discuss education and care issues	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Qualification programme (e.g. a degree programme)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Planned visits to other <ECEC settings> to inform my practice	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Planned visits to other <classroom/playgroup/group> at this <ECEC setting> to inform my practice	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	<Coaching programme> as part of a formal <ECEC setting> arrangement	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Formal or informal <ECEC staff> networks for the purpose of professional learning	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	<Induction/orientation> programme	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	Other	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_15

If you answered 'No' to all of the above → Please go to Question [19].

16. 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	$\square_1$	$\square_2$
b)	Child health, personal care and safety (e.g. hygiene, allergy, injury prevention)	$\square_1$	$\square_2$
c)	Promoting play and peer interaction	$\square_1$	$\square_2$
d)	Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)	$\square_1$	$\square_2$
e)	Supporting children's social and emotional development	$\square_1$	$\square_2$
f)	Supporting children's interest to care for the environment	$\square_1$	$\square_2$
g)	<Classroom/playgroup/group> management	$\square_1$	$\square_2$
h)	Monitoring/documenting child development, well-being and learning	$\square_1$	$\square_2$
i)	Using <digital resources and tools> to facilitate working with children	$\square_1$	$\square_2$
j)	Working with <dual/second language learners>	$\square_1$	$\square_2$
k)	Working with children with special education needs	$\square_1$	$\square_2$
l)	Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)	$\square_1$	$\square_2$
m)	Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)	$\square_1$	$\square_2$
n)	Working with parents or guardians/families	$\square_1$	$\square_2$
o)	Supporting children's transitions to other <ECEC settings> or to <ISCED 2011 Level 1> schools	$\square_1$	$\square_2$

SQ_16_1

17. 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.

☐₁ Not at all

☐₂ To some extent

☐₃ Quite a bit

☐₄ A lot

SQ_17

18. 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)	☐₁	☐₂
b)	Monetary supplements for time spent outside working hours	☐₁	☐₂
c)	Reimbursement or payments of professional development costs (e.g. registration fees)	☐₁	☐₂
d)	Reimbursement for out-of-pocket costs (e.g. transportation, materials, food)	☐₁	☐₂
e)	Materials needed for the activities (e.g. office supplies)	☐₁	☐₂
f)	Non-monetary rewards (e.g. <classroom/playgroup/group> resources/materials, book vouchers, software/apps)	☐₁	☐₂
g)	Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities)	☐₁	☐₂
h)	Increased salary	☐₁	☐₂

SQ_19

19. For each of the areas listed below, please indicate the extent to which <u>you currently need</u> 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	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Child health, personal care and safety (e.g. hygiene, allergy, injury prevention)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Promoting play and peer interaction	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Supporting children's early learning of content areas (e.g. language, numeracy, science, art, etc.)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Supporting children's social and emotional development	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Supporting children's interest to care for the environment	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	<mark><Classroom/playgroup/group></mark> management	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	Monitoring/documenting child development, well-being and learning	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	Using <mark><digital resources and tools></mark> to facilitate working with children	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	Working with <mark><dual/second language learners></mark>	$\square_1$	$\square_2$	$\square_3$	$\square_4$
k)	Working with children with special education needs ..	$\square_1$	$\square_2$	$\square_3$	$\square_4$
l)	Working with children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
m)	Working with children from diverse backgrounds (e.g. multicultural, religious, sexual or gender minority families)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
n)	Working with parents or guardians/families	$\square_1$	$\square_2$	$\square_3$	$\square_4$
o)	Supporting children's transitions to other <mark><ECEC settings></mark> or to <mark><ISCED 2011 Level 1></mark> schools	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_20_1

20. 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).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	I lack the skills to use necessary <mark>\<digital resources and tools\></mark>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	I do not have access to necessary <mark>\<digital resources and tools\></mark>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	I do not have the necessary language skills.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Transportation to and/or from the location where the professional development is delivered is difficult.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Professional development is too expensive.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	There is a lack of <mark>\<ECEC setting leader\></mark> support.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	Professional development conflicts with my work schedule.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	I do not have time due to other commitments or responsibilities.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	There is no professional development offered in areas of my interest.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
k)	There are no incentives to participate.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
l)	There are insufficient staff to fill-in for my absence. ..	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_21

Professional Practices and Beliefs

The next questions describe scenarios typical to <mark><ECEC settings></mark> and some possible responses to these scenarios. Please answer these questions based on your own personal beliefs and approaches given the information provided in these brief scenarios, even though they do not capture the complexity of the situations you encounter in your daily work as an <mark><ECEC staff></mark>. 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.

21. 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	I acknowledge her excitement and say "Let's continue reading to see what else the animal in the book does."	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	I ask her to sit down and remind everyone that it is important to listen quietly when we read books together.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	I acknowledge her engagement with the book and tell her we can pretend to be animals after we finish the story.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_28 (Form A)

22. 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	I say, "Nice, this is about outer space! Can we look at it together during our <free-play activity> time later today?"	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	I suggest that tomorrow we can ask the group if they would like to read this book together.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_26 (Form B)

23. When considering daily interactions with children, to what extent do the following apply to this <mark>\<ECEC setting\></mark>?

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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Books and pictures show people from different ethnic and cultural groups in a variety of professional and social roles.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Books and pictures feature people with different physical needs.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Books and pictures feature diverse family structures (e.g. single parent families, families with parents from sexual or gender minorities).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Children play with toys and artefacts from cultures other than the ethnic majority.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Activities emphasise what people from different ethnic and cultural groups have in common.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Activities aim to raise awareness about the different languages of the <mark>\<dual/second language learners\></mark> in the <mark>\<classroom/playgroup/group\></mark>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_33

24. **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	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Adapt your work to individual child needs	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Help children develop their capacity to learn independently	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Help children prepare for transitioning to other <ECEC settings> or to <ISCED 2011 Level 1> schools	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Stimulate children's interest in cultural differences and commonalities	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Help children to interact with each other and show good social behaviour (e.g. sharing, helping others) ..	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Help children develop creativity and problem solving .	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	Use <digital resources and tools> to facilitate working with children	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	Provide all children with a feeling of security	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	Use a variety of monitoring and assessment strategies to follow children's development, well-being and learning	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_24

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

Please mark one choice in each row.

	Very low importance	Somewhat low importance	Moderate importance	Somewhat high importance	Very high importance
a) Self-care skills (e.g. feeding themselves, hygiene, dressing)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b) Physical and motor skills (e.g. physical exercises, jumping, dancing)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c) Preparedness for school	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d) Knowledge and skills in specific subjects (e.g. early language, literacy, numeracy, science)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e) Ability to communicate and cooperate with others	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f) Ability to understand and manage one's own emotions	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
g) Ability to stay focused, control impulses and complete tasks	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
h) Creativity, imagination and ability to solve problems	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
i) Autonomy and responsible decision-making	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
j) Citizenship, tolerance and openness to other cultures	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
k) Interest to care for the environment	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
l) Joy for exploration and learning	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_22 (Form B)

26. Thinking about the ECEC 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	☐₁	☐₂	☐₃	☐₄	☐₅
b) Investing in outdoor facilities	☐₁	☐₂	☐₃	☐₄	☐₅
c) Improving <ECEC setting> buildings and indoor facilities	☐₁	☐₂	☐₃	☐₄	☐₅
d) Investing in <digital resources and tools> ..	☐₁	☐₂	☐₃	☐₄	☐₅
e) Supporting <dual/second language learners>	☐₁	☐₂	☐₃	☐₄	☐₅
f) Supporting children with special education needs	☐₁	☐₂	☐₃	☐₄	☐₅
g) Supporting children from disadvantaged backgrounds (e.g. economically disadvantaged, refugee)	☐₁	☐₂	☐₃	☐₄	☐₅
h) Reducing group sizes by recruiting more <ECEC staff>	☐₁	☐₂	☐₃	☐₄	☐₅
i) Offering high quality professional development for <ECEC staff>	☐₁	☐₂	☐₃	☐₄	☐₅
j) Improving <ECEC staff> salaries	☐₁	☐₂	☐₃	☐₄	☐₅
k) Reducing <ECEC staff's> administration load (e.g. by recruiting support staff)	☐₁	☐₂	☐₃	☐₄	☐₅

SQ_23

	Work Week

27. During your __most recent complete calendar week__, approximately how many hours did you spend __in total__ on tasks related to your job __at this <mark><ECEC setting></mark>__?

Include tasks that took place during evenings, weekends or other out of <mark><classroom/playgroup/group>/<ECEC setting></mark> 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_35

28. Approximately how many hours did you spend on the following activities during your __most recent complete calendar week,__ in your job at this <mark><ECEC setting></mark>?

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 <mark><classroom/playgroup/group>/<ECEC setting></mark> 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.

		Hours in total
a)	Time spent in direct contact with children at this <mark><ECEC setting></mark>	⎵⎵⎵
b)	Time spent without contact with children at this <mark><ECEC setting></mark>	⎵⎵⎵
c)	Planning or preparing play and/or learning activities on your own	⎵⎵⎵
d)	Planning or preparing play and/or learning activities with other <mark><ECEC staff></mark>	⎵⎵⎵
e)	Documenting children's development, well-being and learning	⎵⎵⎵
f)	Collaborating or speaking with parents or guardians from this <mark><ECEC setting></mark>	⎵⎵⎵
g)	Participating in <mark><ECEC setting></mark> management, staff meetings or general administrative work	⎵⎵⎵
h)	Laundry, tidying-up, cleaning, shopping or food preparation tasks	⎵⎵⎵

SQ_36

29. How often did you do the following at this <mark>\<ECEC setting\></mark>, 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	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	Read books to children	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	Asked questions when reading books to children	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	Encouraged pre-verbal children to point to pictures when looking at a book	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e)	Sang songs with or to the children	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f)	Engaged children in activities that helped them pick out sounds in words (e.g. phonics games)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
g)	Used synonyms for words to help explain their meaning when talking with children	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
h)	Used activities for children to make marks (e.g. finger painting, pressing into <mark>\<dough/playdough\></mark>)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_37 (Form A)

30. How often did you do the following at this <mark>\<ECEC setting\></mark>, 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 ...	□₁	□₂	□₃	□₄	□₅
b)	Played number games	□₁	□₂	□₃	□₄	□₅
c)	Sang songs with numbers	□₁	□₂	□₃	□₄	□₅
d)	Helped children to use numbers or to count	□₁	□₂	□₃	□₄	□₅
e)	Verbalised maths concepts in everyday routines (e.g. counting the number of children, using sequencing language in transitions such as 'first' or 'second')	□₁	□₂	□₃	□₄	□₅
f)	Encouraged children to measure items (e.g. while cooking or building with blocks)	□₁	□₂	□₃	□₄	□₅

SQ_38 (Form A)

31. How often did you do the following at this <mark>\<ECEC setting\></mark>, during your most recent complete calendar week?

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

		Not at all	Once a week	A few times a week	Once a day	More than once a day
a)	Encouraged sharing amongst children	□₁	□₂	□₃	□₄	□₅
b)	Encouraged children if they helped each other	□₁	□₂	□₃	□₄	□₅
c)	Encouraged children playing in small groups to include other children	□₁	□₂	□₃	□₄	□₅
d)	Encouraged children if they comforted each other	□₁	□₂	□₃	□₄	□₅

SQ_37 (Form B)

32. How often did you do the following at this <mark>\<ECEC setting\></mark>, during your <u>most recent complete calendar week</u>?

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	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	Responded positively to non-verbal invitations to play (e.g. a child passing me a toy)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	Let a child play alone if they were deeply engaged in play	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	Intentionally organised the <mark>\<classroom/playgroup/group\></mark> to facilitate children's exploration and play	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e)	Planned activities designed to allow children to take the initiative	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f)	Involved children in making plans for the day	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
g)	Adapted daily activities in response to children's natural rhythms (e.g. hunger, fatigue)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_38 (Form B)

33. How often did you do the following at this <mark>\<ECEC setting\></mark>, during your <u>most recent complete calendar week</u>?

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	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	Helped children understand their feelings (e.g. when they are excited)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	Comforted children who were upset	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	Helped children express their feelings	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_39 (Form B)

Work with the <mark>*\<Target Group\>*</mark>

We would like to know more about your everyday work, but cannot ask about everything you do. Therefore, we want you to use a specific example. Think of the group of children inclusive of <mark>*\<ISCED 2011 Level 02 and U3\>*</mark> *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 <mark>*\<target group\>*</mark>*. In answering these questions, please think about the* <mark>*\<target group\>*</mark> *as a whole, including all children in this group.*

34. **How many people in each of the following categories were working with the <mark>\<target group\></mark> on that day at the same time?**

    Think of a point in time that represents the most common staffing configuration with the <mark>*\<target group\>*</mark>*.*

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

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

    a) |__|__|__| <mark>\<ECEC setting leaders\></mark> and <mark>\<Teachers\></mark>

    Individuals with the most responsibility for the administrative, managerial and/or pedagogical leadership at the <mark>*\<ECEC setting\>*</mark> *and individuals <u>responsible</u> for the care and education of a group of children (e.g. educators)*

    b) |__|__|__| <mark>\<Assistants\></mark>

    Individuals <u>assisting</u> with the care and education of children (e.g. assistants, auxiliary staff)

    c) |__|__|__| <mark>\<Staff for individual children\></mark>

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

    d) |__|__|__| Other <mark>\<ECEC staff\></mark> (e.g. <mark>\<staff for special tasks\></mark>, <mark>\<intern\></mark>)

    SQ_39 (Form A) SQ_40 (Form B)

35. **How many children were in this <mark>\<target group\></mark> on that day?**

    Think of a point in time that represents the most common configuration of children within the <mark>*\<target group\>*</mark>*.*

    Please write a number.

    |__|__|__| Children

    SQ_41 (Form A) SQ_42 (Form B)

36. Please estimate the number of children in the <mark>\<target group\></mark> 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 <u>personal</u> perception of children's background. It is acceptable to base your replies on rough <u>estimates</u>.

<mark>*\<'Children with special education needs' are those for whom a special learning need has been <u>formally identified</u> 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.]\>*</mark>

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

'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.

<mark>*'\<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.*</mark>

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

		Children
a)	Children whose <mark>\<first language\></mark> is different from the language(s) used at the <mark>\<ECEC setting\></mark>	⎣_⎦_⎦
b)	Children with special education needs	⎣_⎦_⎦
c)	Children from <mark>\<socio-economically disadvantaged homes\></mark>	⎣_⎦_⎦
d)	Children who are refugees, immigrants or with migrant backgrounds	⎣_⎦_⎦
e)	Children belonging to <mark>\<ethnic/national minorities or Indigenous communities\></mark>	⎣_⎦_⎦

SQ_42 (Form A) SQ_43 (Form B)

37. Please indicate the number of children of the following ages who were in this <mark>\<target group\></mark> 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_43 (Form A) SQ_44 (Form B)

38. Did you undertake the following activities while you were in direct contact with children in the <mark>\<target group\></mark> 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	$\square_1$	$\square_2$
b)	Planning or preparing play and/or learning activities with other <mark>\<ECEC staff\></mark>	$\square_1$	$\square_2$
c)	Collaborating or speaking with parents or guardians from this <mark>\<ECEC setting\></mark>	$\square_1$	$\square_2$
d)	Participating in <mark>\<ECEC setting\></mark> management, staff meetings or general administrative work	$\square_1$	$\square_2$
e)	Laundry, tidying-up, cleaning, shopping or food preparation tasks	$\square_1$	$\square_2$

SQ_44 (Form A) SQ_45 (Form B)

39. Thinking about your work with the <mark>\<target group\></mark> 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	I asked supportive questions to encourage children to give longer explanations.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	I supported children to express their ideas by asking them questions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	I rephrased or repeated statements to make sure I understood the children.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e)	I modelled the correct word rather than corrected children directly.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f)	I used words or phrasing that was new to children.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_47 (Form A)

40. Thinking about your work with the <mark>\<target group></mark> 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b) I gave different activities to suit different children's interests.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c) I gave different activities to suit different children's levels of development.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d) I adapted my activities to children's cultural background.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e) I recognised children's individual interests regardless of gender.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f) I adapted my activities to meet the needs of <mark>\<dual/second language learners></mark>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_47 (Form B)

41. Thinking about your work with the <mark><target group></mark> 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	I addressed children's disruptive behaviour by explaining why they should stop.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	I showed appreciation to children that behaved well during an activity.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	I helped children understand the consequences if they did not follow the rules.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e)	I divided materials into small groupings to avoid conflict between children when they accessed them.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f)	I redirected a child to an appropriate activity if they were disturbing other children.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_42_a

Practices With Other <mark>\<ECEC staff\></mark> and Parents or Guardians

42. On average, how often do you engage in the following activities in this <mark>\<ECEC setting\></mark>?

Please mark one choice in each row.

		Never	Less than monthly	Monthly	Weekly	Daily
a)	Provide feedback to other <mark>\<ECEC staff\></mark> about their practice	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	Engage in joint activities across different groups, including age groups	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	Exchange learning or pedagogical materials with colleagues	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	Co-design activities or content for children's development, well-being and learning with colleagues	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e)	Engage in discussions about the development or needs of specific children ...	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f)	Discuss the evaluation of children's development, well-being and learning with other <mark>\<ECEC staff\></mark>	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

SQ_48

43. How strongly do you agree or disagree with these statements as applied to this <mark>\<ECEC setting\></mark>?

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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Parents or guardians are encouraged by <mark>\<ECEC staff\></mark> to do play and learning activities with their children at home.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Parents or guardians are encouraged by <mark>\<ECEC staff\></mark> to participate in regular <mark>\<classroom/playgroup/group\></mark> activities.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Parents or guardians are encouraged by <mark>\<ECEC staff\></mark> to contribute to <mark>\<classroom/playgroup/group\></mark> level decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Parents or guardians are encouraged by <mark>\<ECEC staff\></mark> to take on <mark>\<ECEC setting\></mark> level tasks.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Parents or guardians are given opportunities to actively participate in <mark>\<ECEC setting\></mark> decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Parents or guardians communicate with <mark>\<ECEC staff\></mark> using a digital platform (e.g. email, instant messaging apps).	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_49

Work Climate and Job Satisfaction

44. **Thinking about the <mark>\<ECEC setting leader\></mark> in this <mark>\<ECEC setting\></mark>, 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 \<ECEC setting leader\> has a clear \<vision\> for this \<ECEC setting\>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	The \<ECEC setting leader\> encourages co-operation among \<ECEC staff\> to develop new ideas in their practices.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	The \<ECEC setting leader\> encourages \<ECEC staff\> to take responsibility for improving their practices.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	The \<ECEC setting leader\> encourages all staff to have a say on important decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	The \<ECEC setting leader\> promotes a culture of shared professional learning.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	The \<ECEC setting leader\> communicates effectively with \<ECEC staff\>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	I need more support from my \<ECEC setting leader\>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_50

45. 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Apart from my salary, I am satisfied with the terms of my <contract/employment> (e.g. benefits, work schedule).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	I enjoy working at this <ECEC setting>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	I am satisfied with the level of autonomy I have to shape my practice.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	I am satisfied with the support that I receive from parents or guardians in this <ECEC setting>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	I would recommend this <ECEC setting> as a good place to work.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	I would like to change to another <ECEC setting> if that were possible.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	If I could decide again, I would still choose to work as an <ECEC staff>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	The children value me.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	Parents or guardians value me as an <ECEC staff>. ..	$\square_1$	$\square_2$	$\square_3$	$\square_4$
k)	I think that <ECEC staff> are valued in society.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
l)	All in all, I am satisfied with my job.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_51

46. In your experience as an <mark>\<ECEC staff></mark> at this <mark>\<ECEC setting></mark>, 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.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	My job leaves me time for my personal life.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	My job negatively impacts my mental health.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	My job negatively impacts my physical health.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_52

47. Thinking about your job at this <mark>\<ECEC setting\></mark>, 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	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Having too much work related to documenting children's development	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Having too much administrative work to do (e.g. filling out forms)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Having extra duties due to absent <mark>\<ECEC staff\></mark>	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Being held responsible for children's development, well-being and learning	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Managing <mark>\<classroom/playgroup/group\></mark> behaviour ..	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Addressing parent or guardian concerns	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	Accommodating children with special education needs	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	Having too many children in my <mark>\<classroom/playgroup/group\></mark>	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	Having too many tasks to do at the same time	$\square_1$	$\square_2$	$\square_3$	$\square_4$
k)	Having to adapt my practices with children due to unexpected disruptions (e.g. natural disasters, public health emergencies/pandemics, humanitarian crises)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
l)	Lacking resources (e.g. financial support, material resources)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
m)	Lacking technical skills for the use of <mark>\<digital resources and tools\></mark>	$\square_1$	$\square_2$	$\square_3$	$\square_4$

SQ_53

48. How likely are each of the following factors to cause you to leave your role as <mark><ECEC staff></mark> 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 <mark><ECEC setting leader></mark>	☐₁	☐₂	☐₃	☐₄
b)	Become a teacher of <mark><ISCED 2011 Level 1></mark> or above	☐₁	☐₂	☐₃	☐₄
c)	Work in a different job not in the ECEC sector	☐₁	☐₂	☐₃	☐₄
d)	Attend to family responsibilities	☐₁	☐₂	☐₃	☐₄
e)	Retire from work	☐₁	☐₂	☐₃	☐₄
f)	Return as a student to an <mark><education or training></mark> programme	☐₁	☐₂	☐₃	☐₄
g)	Resolve physical health-related issues	☐₁	☐₂	☐₃	☐₄
h)	Resolve mental health-related issues (e.g. stress, depression, burnout)	☐₁	☐₂	☐₃	☐₄

SQ_54

This is the end of the questionnaire.

Thank you very much for your participation!

Please <mark><National Return Procedures and Date></mark>