

EDUCATION & SKILLS

Assessing the Quality of Preschool Education through the International TALIS Starting Strong Survey

International Seminar - Preschool: Policies, Practices and Development Strategies”

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OECD
BETTER POLICIES FOR BETTER LIVES

What is TALIS Starting Strong?

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Flemish Community of Belgium, Canada (New Brunswick, Quebec), Chile, Colombia, Denmark, Finland, Germany, Ireland, Israel, Japan, Morocco, Norway, Spain, Sweden, Türkiye and New Zealand**

*****due to low response rates, data are not comparable with other countries and subnational entities***

9 countries collected data

17 countries and subnational entities collected data in **2024**

Includes **pre-primary education** (ISCED level 02) and **settings for children under age 3**

Why an international survey of Early Childhood Education and Care Workforce?

- To **approximate the quality** of ECEC environments
- Learn about the **drivers** of quality
- Investigate **variation** in the quality of ECEC **within** ECEC systems
- A tool for policy makers and researchers to **monitor and compare ECEC systems** at the international level

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Unified questionnaires for ISCED 02 and Under age 3 modules

- Staff questionnaire
- Leader questionnaire
- Combined questionnaire – Main

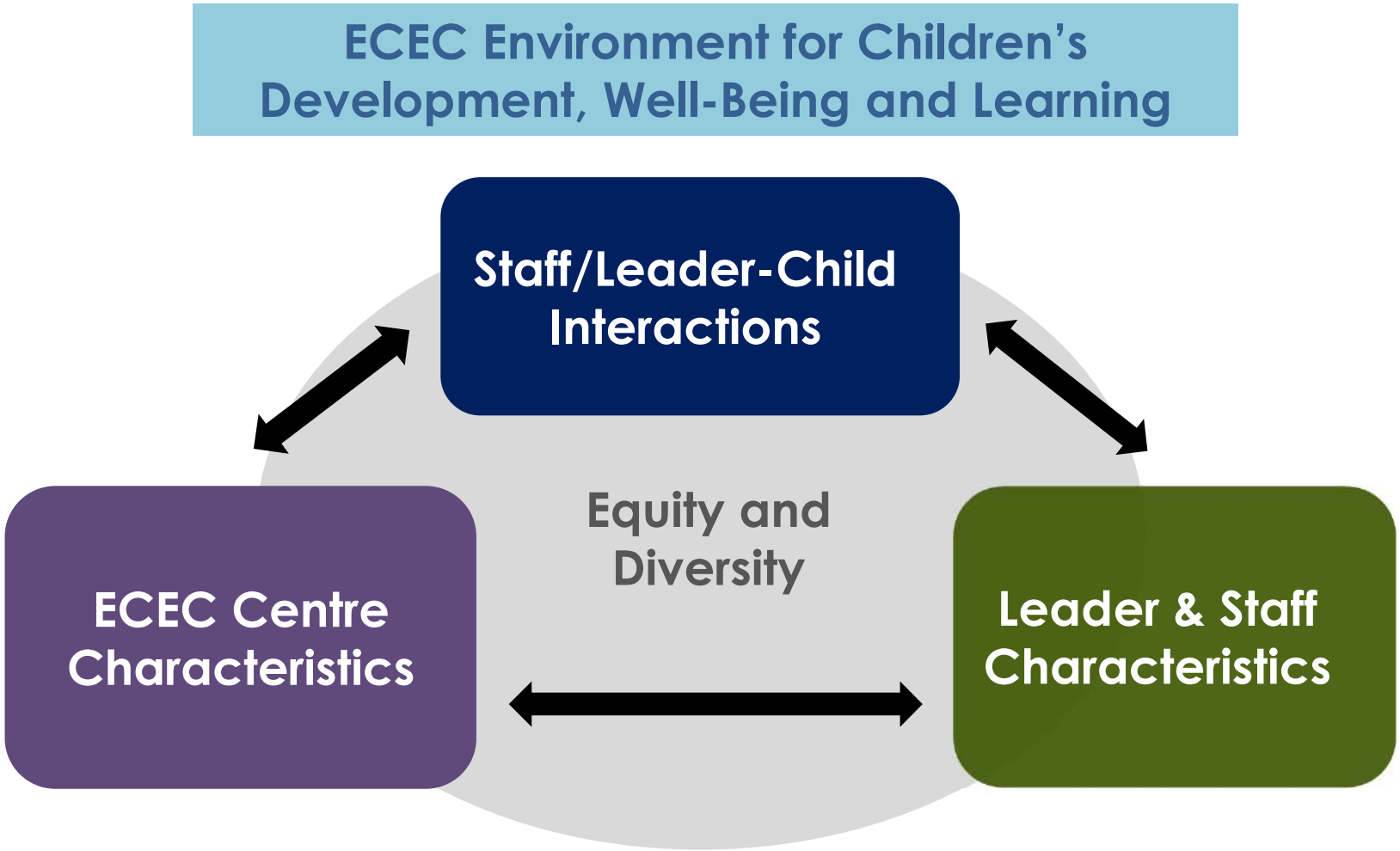
  Targeted to leaders with staff duties
- Combined questionnaire – Short

  Targeted to staff in home-based settings (or working alone)

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How does TALIS Starting Strong approach the quality of preschool education?

What are the themes of the survey and how is quality ECEC conceptualised?



Questions on practices with children (process quality)

Work week

- Facilitating play
- Facilitating literacy development
- Facilitating numeracy development
- Facilitating prosocial behaviour
- Facilitating emotional development
- Child-centred planning

Concrete frequency response scale

(Not at all, Once a week,..., Once a day)

Work with Target Group

- Daily adaptive pedagogical practices
- Behavioural support in the classroom/playroom
- Facilitating language development

Frequency response scale

(Never, Rarely,…,Always)

Professional practices and beliefs

Situational Judgement Tasks (SJTs)

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Leader and staff characteristics: Indicators (examples)

Background and initial preparation
Age, gender
Employment status, work experience
Qualification
Characteristics of initial preparation

Professional development
Participation in professional development activities
Type and content of professional development
Staff needs for further professional development
Incentives, resources, and barriers to participate

Well-being
Reasons to leave the profession
Satisfaction with the work and profession
Perception of the value of the profession
Level and sources of work stress

Self-efficacy relating to
Equity and diversity practices
Staff-child interaction
Assessment and monitoring of children
Use of digital resources

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ECEC centre characteristics: Indicators (examples)

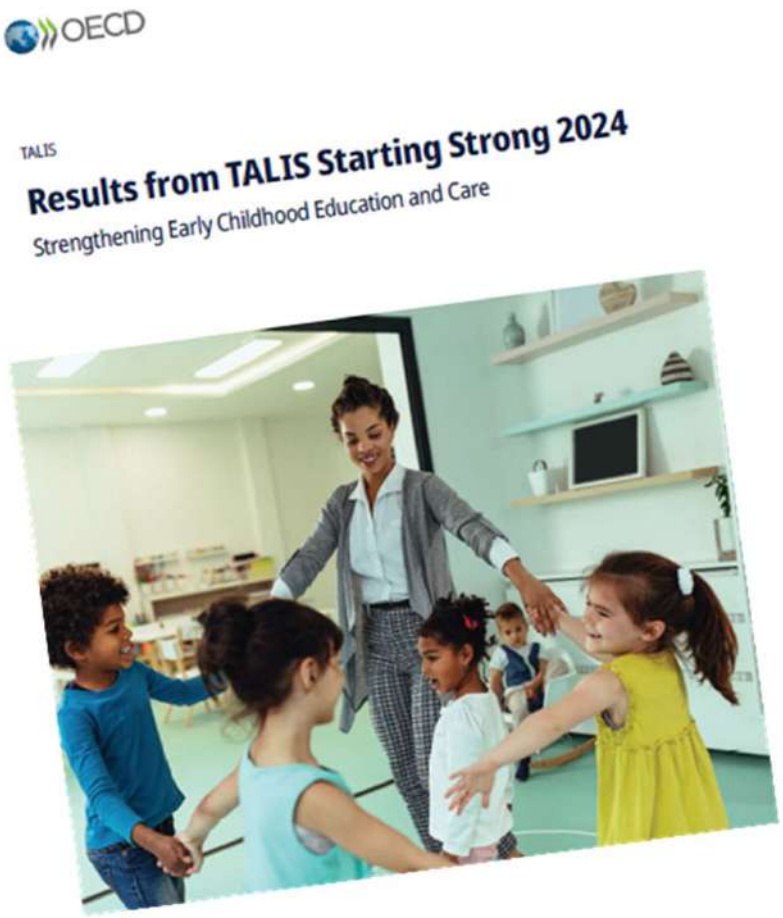
Structural quality characteristics
Centre staff human resources
Centre funding and budget constraints
Staff attrition and turnover
Centre location and environment of the neighbourhood

Pedagogical and administrative leadership
Appraisal and feedback
Distribution of tasks/ Distributed leadership
Pedagogical leadership
Time spent on leadership

Climate and monitoring
Climate for staff learning and collaboration
Adequacy of material and human resources
Staff beliefs about spending priorities
Coverage, type and frequency of monitoring

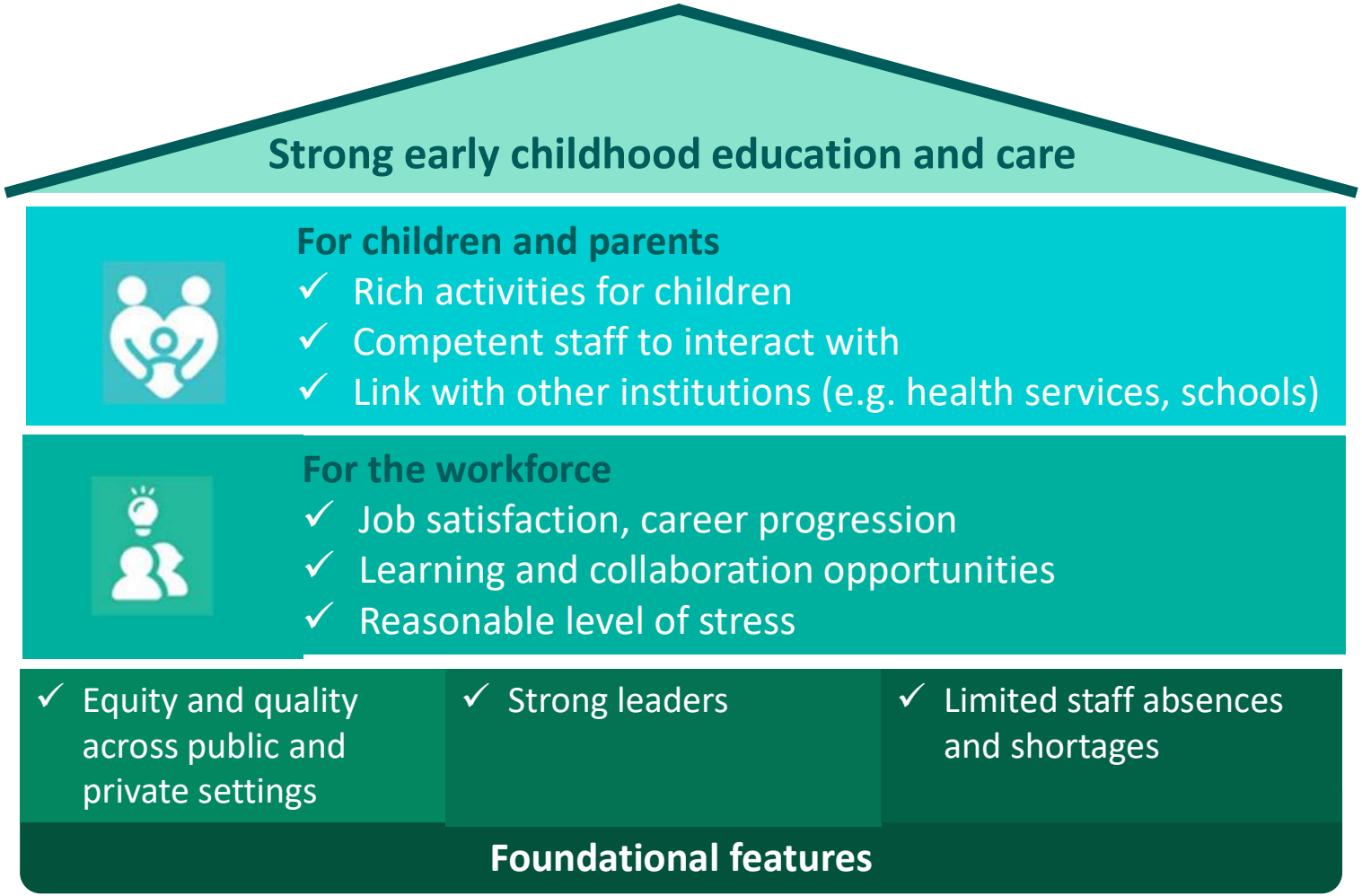
Stakeholder relations
Parent or guardian engagement
Relationship with other stakeholders
Transition to other education level

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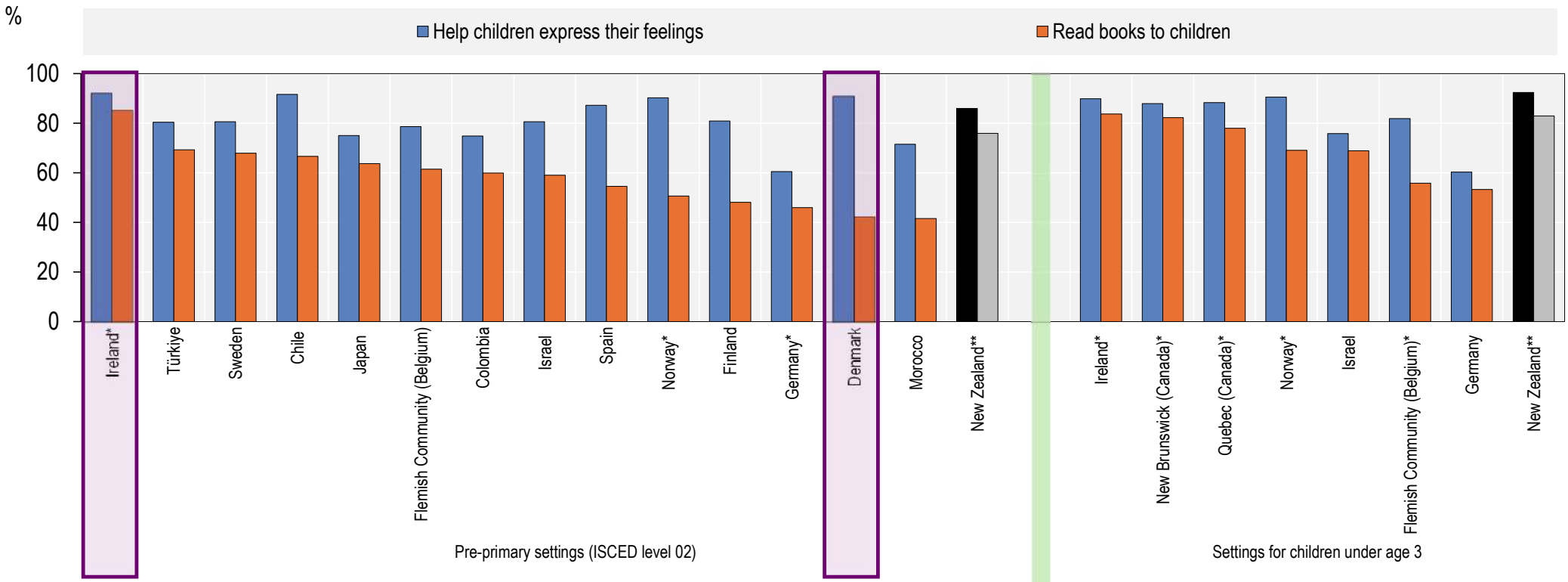
How did the OECD use data from TALIS Starting Strong in the initial report?

What do strong early childhood education and care systems look like?



ECEC staff put emphasis on children's social and emotional growth

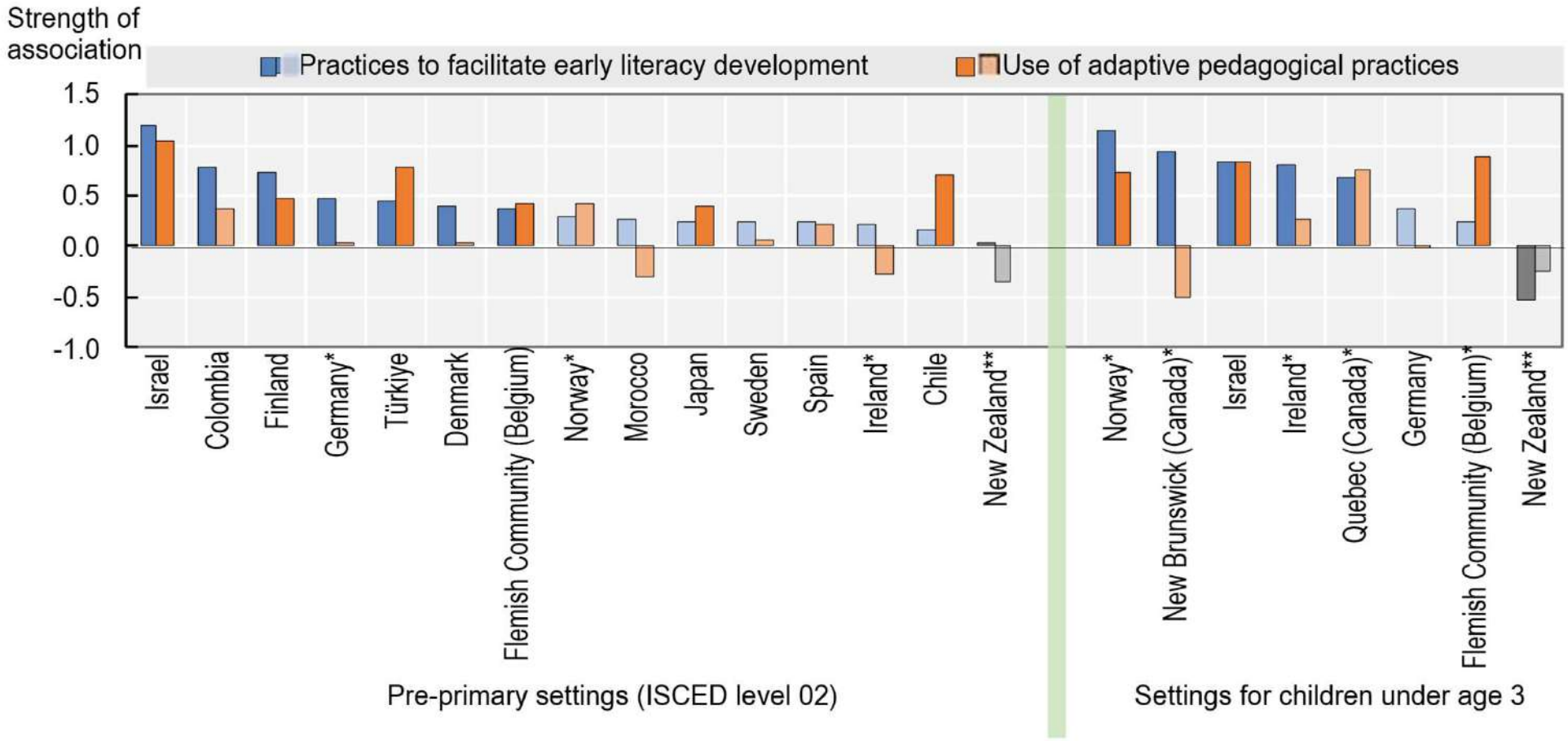
Percentage of staff who report that they do the following activities once a day or more



Source: Tables D.4.6 and D.4.8

** Estimates should be interpreted with caution due to a higher risk of non-response bias.*
***Due to low response rates, data are not comparable with other countries and subnational entities.*

Staff who spend a greater share of time on documenting children's development report a greater use of some practices with children

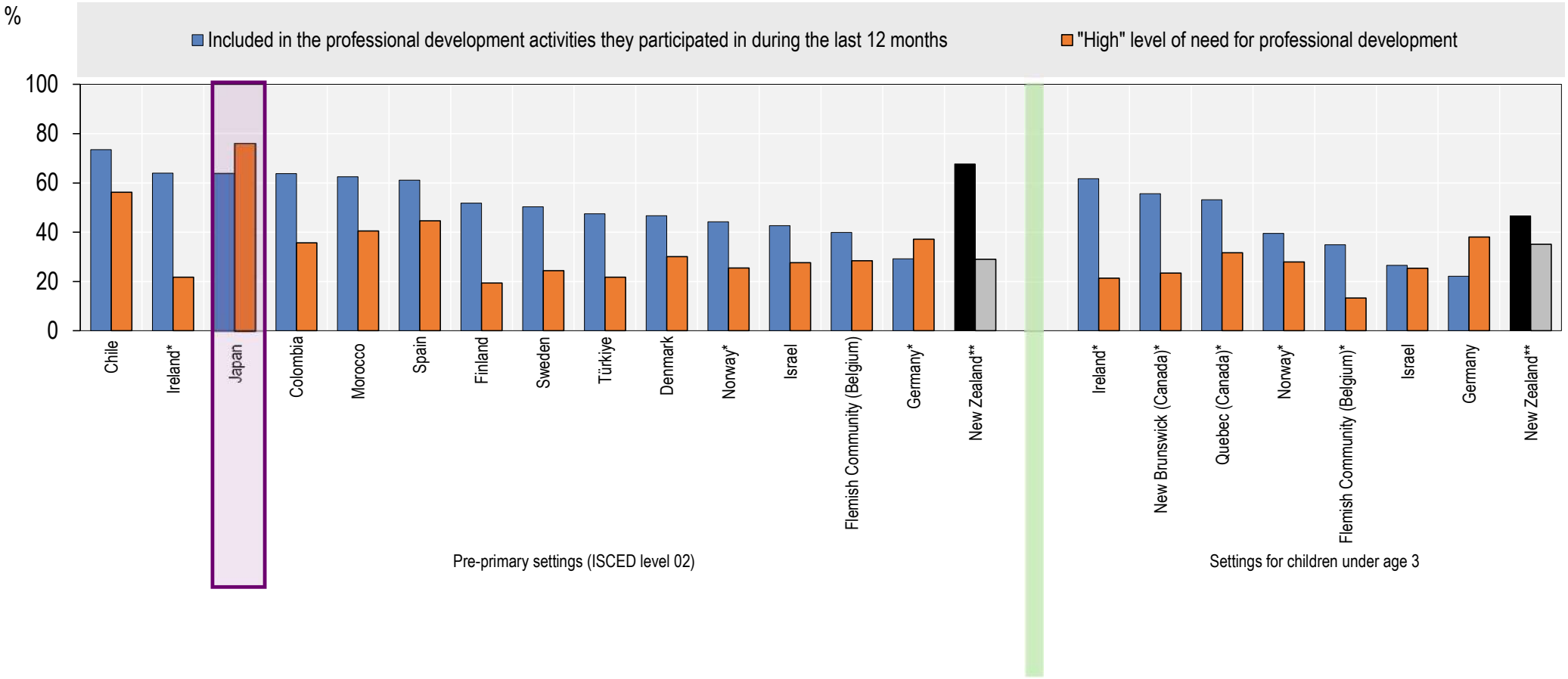


Source: Tables D.4.17 and D.4.20

** Estimates should be interpreted with caution due to a higher risk of non-response bias.*
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Staff express a need for training on working with children with special education needs, but this is not much covered in recent training

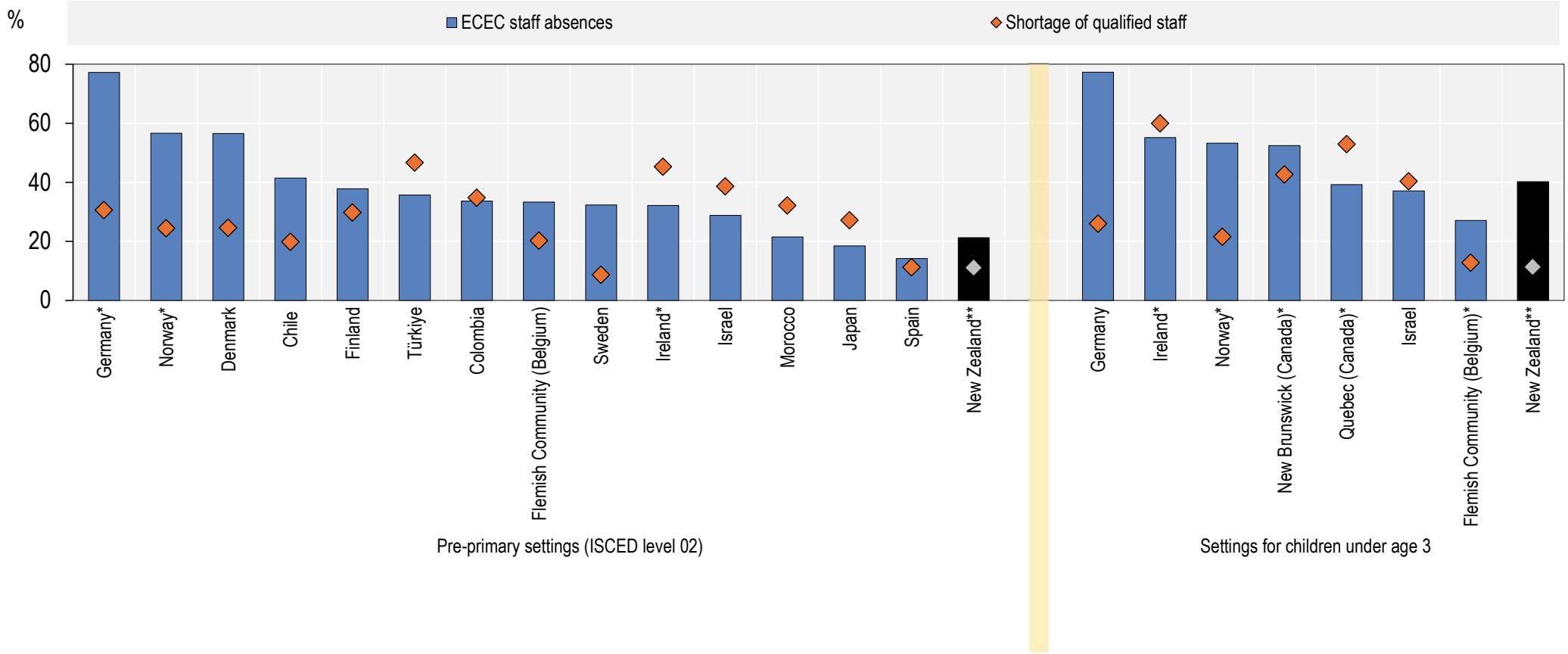
Percentage of staff who report the following regarding the topic of working with children with special education needs



Source: Tables 6.1 and D.6.3

Staff absences and shortages of qualified staff are key hurdles

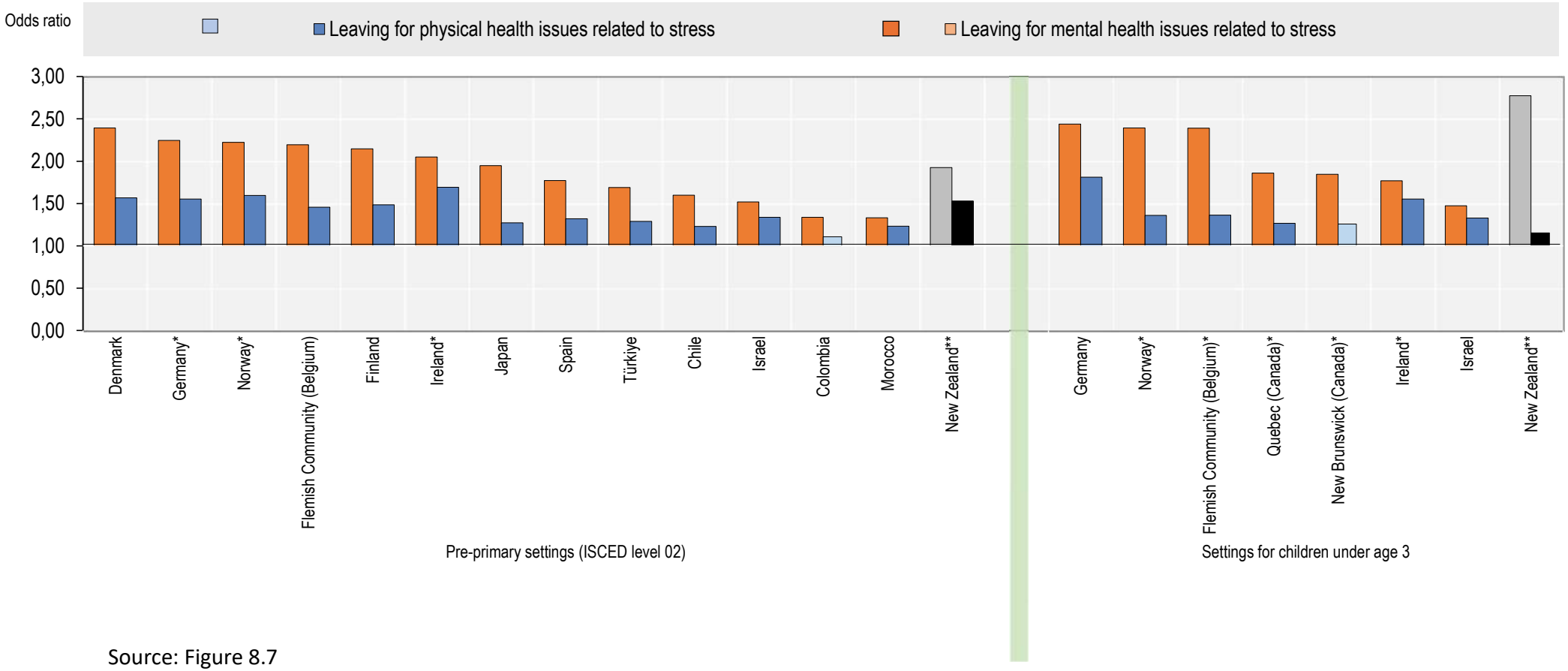
Percentage of ECEC settings whose leaders report that the following issues hinder their ECEC setting's capacity to provide a quality environment "quite a bit" or "a lot"



Source: Tables D.8.1

Staff who experience more stress are more likely to consider leaving the ECEC staff role for mental or physical health issues

Odds of staff considering it "likely" or "very likely" to leave the ECEC staff role for mental or physical health issues, associated with a one-unit change in the scale of the level of stress and its impact on well-being



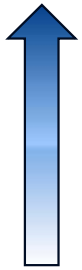
Source: Figure 8.7

The private/public divide in the ECEC sector can contribute to inequalities among children

	PUBLIC settings more likely to **enrol children from socio-eco. disadvantaged homes or with migrant background**	**PUBLIC settings** more common in **small town or rural areas**	**PUBLIC settings** more common in **less favourable neighbourhoods**
Pre-primary settings (ISCED level 02)	Chile, Morocco, Spain, Sweden, Türkiye	Germany*, Morocco, Spain, Sweden, Türkiye	Chile, Morocco, Türkiye
Settings for children under age 3	Israel, Norway*	Israel	

Source: Tables D.3.1 and D.9.2

Data overview: Strong early childhood education and care for children and families

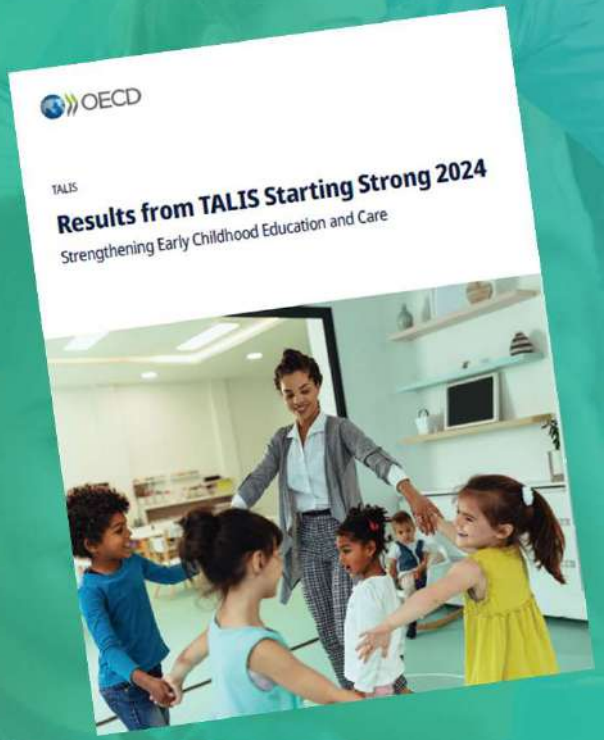


- Most favourable outcomes

- Least favourable outcomes

	1.1. Percentage of staff who adapted activities in response to children's natural rhythms on at least a daily basis in the week prior to the survey	1.2. Percentage of staff whose highest level of education is above secondary level (ISCED Level 4 or higher)	1.3. Percentage of ECEC settings that employ staff that are representative of the diverse backgrounds of the children and families served	1.4. Percentage of staff who "agree" or "strongly agree" that "parents or guardians are encouraged by ECEC staff to do play and learning activities with their children at home"	1.5. Percentage of staff whose professional development activities over the 12 months prior to the survey included working with children with special education needs	1.6. Percentage of ECEC settings where consultation with child development specialists takes place at least monthly
Chile	73	91	74	93	74	48
Colombia	62	88	68	97	64	33
Denmark	65	73	76	73	47	80
Finland	57	61	71	79	52	49
Flemish Community (Belgium)	45	92	72	88	40	63
Germany*	52	83	55	68	29	37
Ireland*	79	97	82	77	64	23
Israel	62	62	58	91	43	55
Japan	44	99	41	59	64	25
Morocco	58	57	65	96	63	9
Norway*	76	67	84	68	44	49
Spain	80	100	49	96	61	68
Sweden	64	72	80	67	50	46
Türkiye	76	94	51	97	48	24
*New Zealand***	72	91	89	74	68	60

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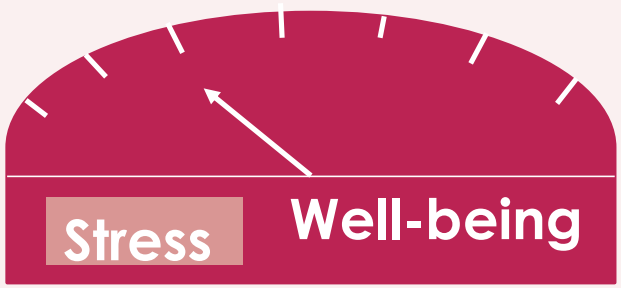


Thank you for your attention!

https://doi.org/10.1787/20af08c0-en

https://www.oecd.org/en/about/projects/starting-strong-talis.html

What are the relationships between working conditions and level of stress?



Statistically significant for Morocco

Job resources and rewards

- Education; collaboration
- Self-efficacy
- Satisfaction with leadership and autonomy
- Salaries
- Number of staff per child

Job demands

- Multitasking
- % of children with special education needs
- % of children from disadvantaged homes
- Size of the setting

Questionnaire content

Staff Questionnaire	
Section	Number of Questions
Background Information	14
Professional Development	7
Professional Practices and Beliefs	6
Work Week	7
Work with the <Target Group>	8
Practices with Other <ECEC Staff> and Parents or Guardians	2
Work Climate and Job Satisfaction	5
Total	**49**

Leader Questionnaire	
Section	Number of Questions
Your Background Information	11
<ECEC Setting> Background Information	17
<ECEC Setting> Pedagogical and Administrative Leadership	11
Work Climate and Job Satisfaction	5
Total	**44**

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