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KARL-FRANZENS-UNIVERSITÄT GRAZ
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QUALIMENTARY

IMPLEMENTATION OF QUALITY DEVELOPMENT PROCESSES
IN EARLY EDUCATION AND CARE INSTITUTIONS

Report: Evaluation of the needs analysis

Eva Pölzl-Stefanec, Mailina Petritsch, Linda Putz & Catherine Walter-Laager

Project Group

Universität Graz

Institut für Pädagogische
Professionalisierung
Elementarpädagogik
Strassoldogasse 10/I, 8010 Graz
Austria
www.uni-graz.at

Società cooperativa sociale Sumo

Via Milano, 50 30172 Mestre
Italy
<https://www.sumonline.it/wordpress/>

Pedagoski Institut

Gerbičeva 62, SI-1000 Ljubljana
Slovenia
<https://www.pei.si/en/educational-research-institute/>

**APEI - Associação de Profissionais de
Educação de Infância**

Bairro da Liberdade
Lote 9 – Loja 14, Piso 0
1070-023 Lisboa
Portugal
<http://apei.pt/>

University of Pécs - Pécsi

Tudományegyetem
H-7622 PÉCS, VASVÁRI PÁL UTCA 4.
Hungary
<https://international.pte.hu/>

Stadt Offenbach am Main

Eigenbetrieb Kindertagesstätten EKO
Berliner Straße 100
63065 Offenbach
www.offenbach.de

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Summery

Recent years have witnessed a substantial expansion of investments aimed at increasing the number of kindergartens and nurseries in EU member states. After this initial focus on quantitative growth, efforts are now being made to develop and ensure rigorous standards of qualitative excellence.

International studies show that children in high-quality institutions are more likely to experience positive adult-child interactions and exhibit greater self-regulatory skills. Research indicates that the professionalism and competency of early childhood educators is an important indicator of children's comfort and overall development. The focus of this project lies therefore on the knowledge and professional competencies of early childhood educators. On the basis of a needs analysis (available to the interested public in an interim report) it will first be determined what specialists already know about pedagogical quality, with a particular focus on the quality of adult-child interactions in institutional education and care settings. Parallel to this, an assessment measuring the quality of adult-child interaction will be carried out of Early Childhood Educational Professionals.

Based on these findings, a flexible training program with digital elements will be designed, tested and evaluated. The aim is to enable early childhood educators to develop and ensure the quality of adult/child interactions on an individual basis. The advanced training program consists of diverse learning inputs (50%), live group interaction and reflection (30%) and individual coaching sessions (20%). Both the diverse learning and live groups sessions exist online, and hence saves the time and resources of the early childhood educators when attending further trainings. As the training program progresses, participating intuitions will undergo two additional interactional quality assessments, the results of which will be discussed and reflected upon in two individual coaching sessions with onsite early childhood educators.

This report is a description of the results of the surveys: the quantitative and qualitative data of the online questionnaire survey (N=517) and the observation of Early Childhood Educators (N=82) in Austria, Germany, Slovenia, Hungary, Portugal and Italy.

1. General description of the sample of the online questionnaire survey

All project partners developed the online questionnaire collectively. The questionnaire was created in November 2019 and was piloted in each country by 10 Early Childhood Educators. They gave feedbacks regarding the structure of the questionnaire, the reply time and any problems with its linguistic comprehensibility. After the feedback, the questionnaire was revised. The online-questionnaire survey was conducted from December 2019 till March 2020.

In total, 1.457 Early Childhood Educators participated at the survey and 517 questionnaires were completely filled out. This matches a return rate of 35,5%.

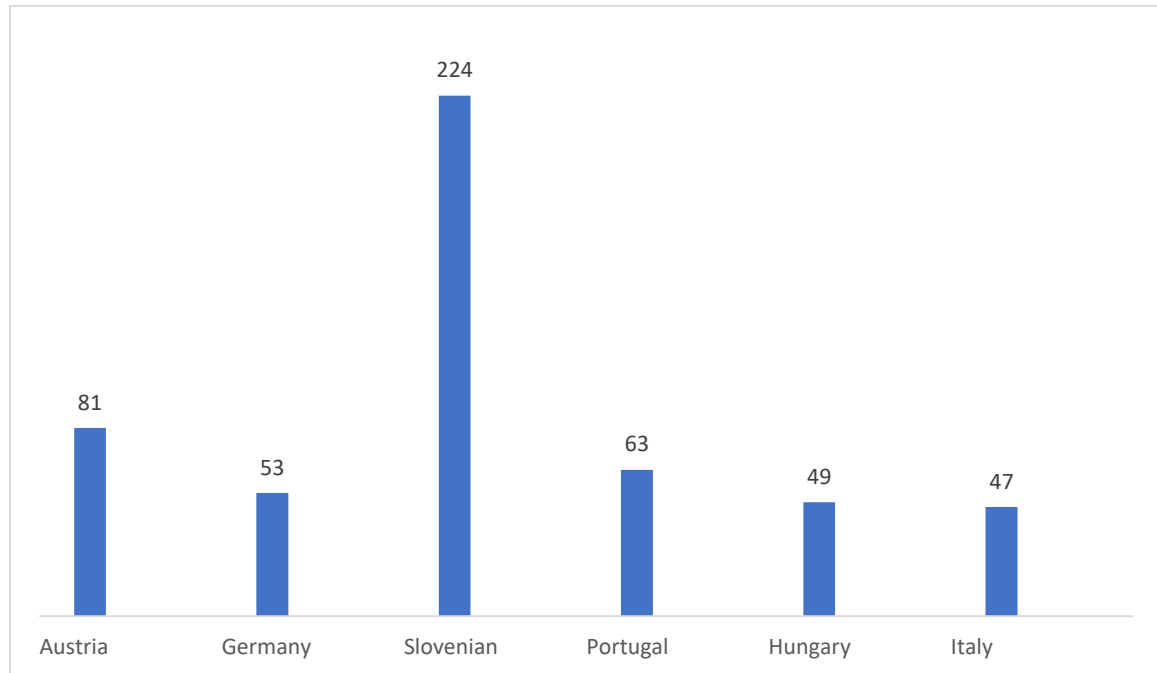


Fig. 1 Sample of the online questionnaire survey

507 women, 8 men and 2 other participants completed the questionnaire. The Early Childhood Educators works on average for 15 years in an Early Childhood Institution, ranging from under a year to 46 years professional experience. The interviewed people are on average 41 years old.

2. General presentation of quantitative data

This is a first descriptive presentation of the quantitative data of the online survey.

2.1. Support and building relationships

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 518)

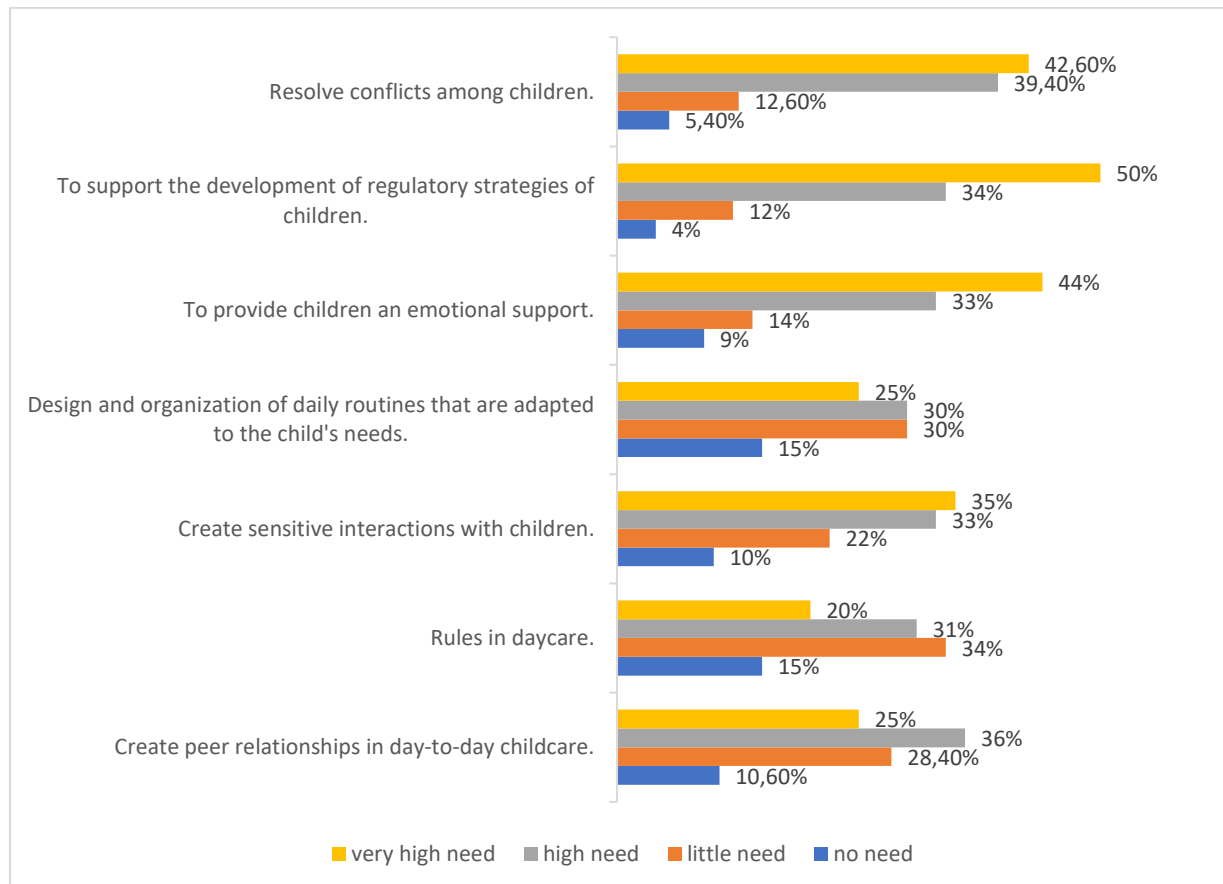


Fig. 2 General desired topics for further training – Support and building relationships

Top 7 | Support and building relationships (very high need + high need)

1	To support the development of regulatory strategies of children.	84 %
2	Resolve conflicts among children.	82 %
3	To provide children an emotional support.	77 %
4	Create sensitive interactions with children.	68 %
5	Create peer relationships in day-to-day childcare.	61 %
6	Rules in daycare.	51 %
7	Design and organization of daily routines that are adapted to the child's needs.	55 %

2.2. Development of stimulating elements

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 518)

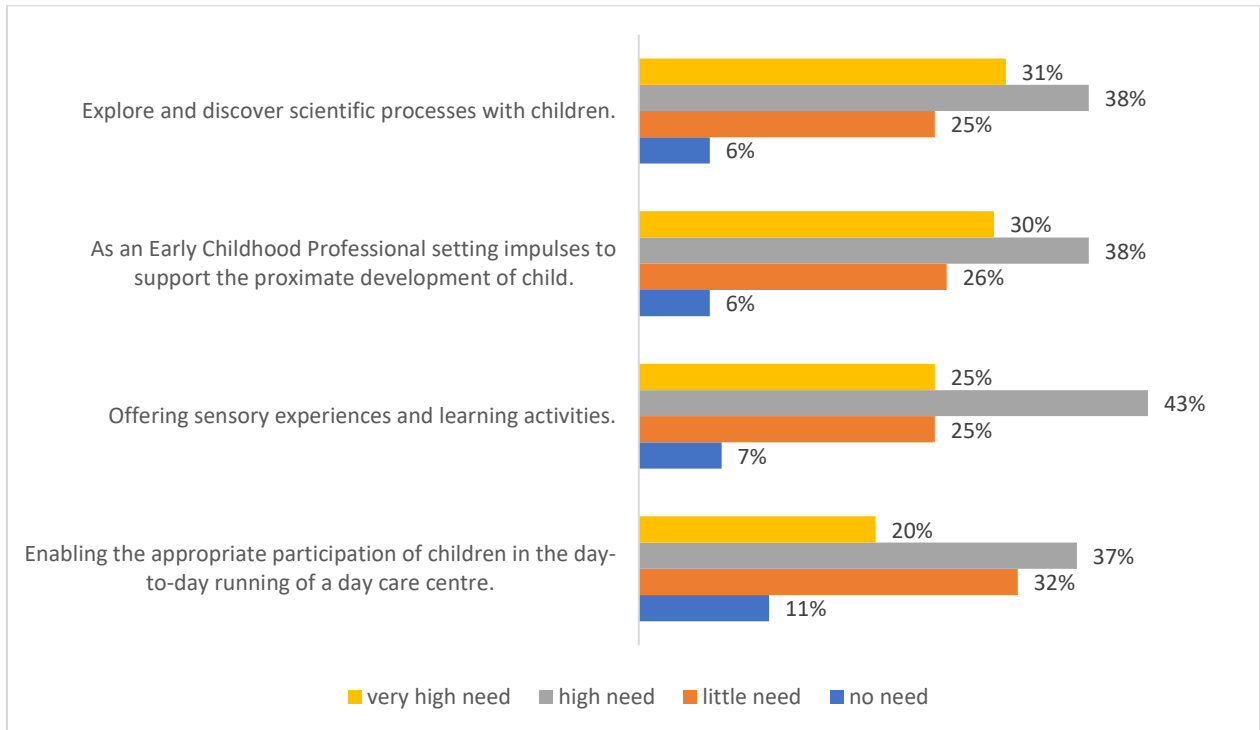


Fig. 3 General desired topics for further training – Development of stimulating elements

Top 4 | Support and building relationships (very high need + high need)

1	Explore and discover scientific processes with children.	69 %
2	As an Early Childhood Professional setting impulses to support the proximate development of child.	68 %
3	Offering sensory experiences and learning activities.	68 %
4	Enabling the appropriate participation of children in the day-to-day running of a day care center.	57 %

2.3. Communication with children

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 518)

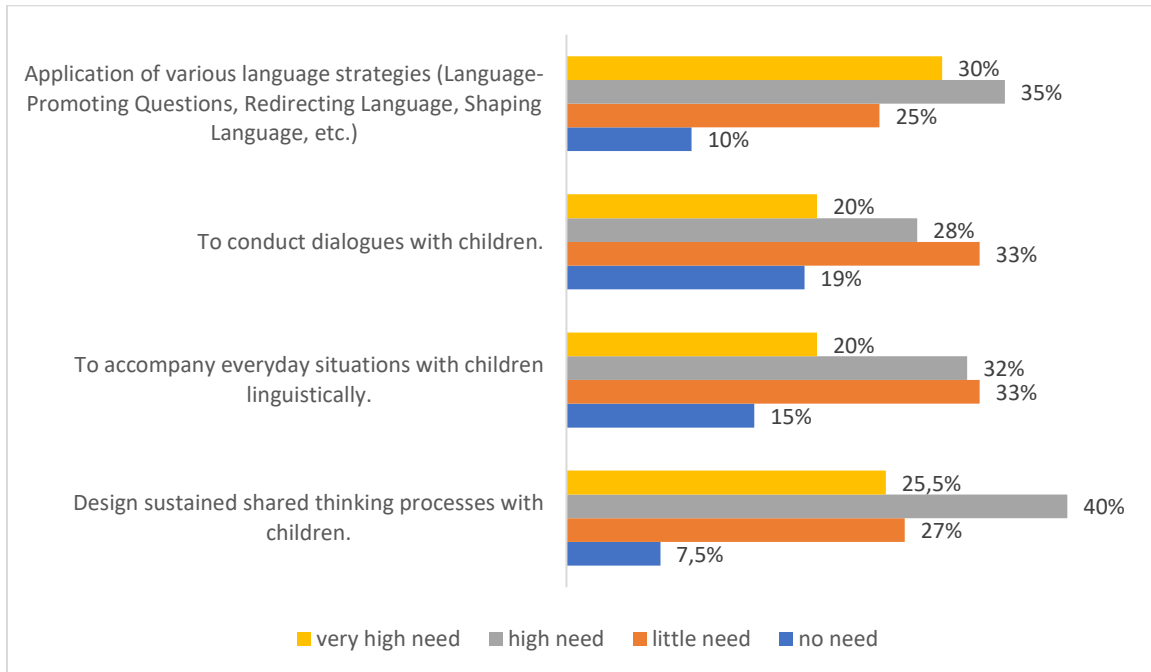


Fig. 4 General desired topics for further training - Communication with children

Top 4 | Support and building relationships (very high need + high need)

1	Design sustained shared thinking processes with children.	66 %
2	Application of various language strategies.	65 %
3	To accompany everyday situations with children linguistically.	52 %
4	To conduct dialogues with children.	48 %

3. General ranking of the further training education

Top 15 desired topics for the further training education (N=517)			
1	84%	To support the development of regulatory strategies of children	Support and building relationships
2	82%	Resolve conflicts among children.	Support and building relationships
3	77%	To provide children an emotional support.	Support and building relationships
4	69%	Explore and discover scientific processes with children.	Stimulating elements
5	68%	Create sensitive interactions with children.	Support and building relationships
6	68%	As an Early Childhood Educator setting impulses to support the proximate development of child.	Stimulating elements
7	68%	Offering sensory experiences and learning activities.	Stimulating elements
8	66%	Design sustained shared thinking processes with children.	Communication with children
9	65%	Application of various language strategies.	Communication with children
10	61%	Create peer relationships in day-to-day childcare	Support and building relationships
11	57%	Enabling the appropriate participation of children in the day-to-day running of a day care center.	Stimulating elements
12	55%	Design and organization of daily routines that are adapted to the child's needs.	Support and building relationships
13	52%	To accompany everyday situations with children linguistically.	Communication with children
14	51%	Rules in daycare.	Support and building relationships
15	48%	To conduct dialogues with children.	Communication with children

Fig. 5 General Ranking of the desired further training education from top 1 till till 15, in decreasing order

4. Top three top topics of the further training education in each country

Top 3 desired topics for the further training education (N=517)			
Austria	83%	To support the development of regulatory strategies of children	Support and building relationships
	78%	Resolve conflicts among children.	Support and building relationships
	73%	To provide children an emotional support.	Support and building relationships
Germany	75%	To support the development of regulatory strategies of children	Support and building relationships
	72%	Resolve conflicts among children.	Support and building relationships
	64%	Explore and discover scientific processes with children.	Development of stimulating elements
Slovenia	80%	To support the development of regulatory strategies of children	Support and building relationships
	82%	To provide children an emotional support.	Support and building relationships
	74%	Resolve conflicts among children.	Support and building relationships
Portugal	94%	To support the development of regulatory strategies of children	Support and building relationships
	91%	Design sustained shared thinking processes with children.	Communication with children
	89%	Resolve conflicts among children.	Support and building relationships
Hungary	96%	Resolve conflicts among children.	Support and building relationships
	92%	To support the development of regulatory strategies of children	Support and building relationships
	90%	To provide children an emotional support.	Support and building relationships
Italy	91,50%	To support the development of regulatory strategies of children	Support and building relationships
	91,50%	To provide children an emotional support.	Support and building relationships
	89,30%	Resolve conflicts among children.	Support and building relationships

Fig. 6 General Ranking of the desired top three of further training education

5. Austria | Descriptive results of the online questionnaire survey

In total, 81 women participated at the online survey in Austria. The Early Childhood Educators works on average for 15 years in an Early Childhood Institution, ranging from under a year to 46 years professional experience (\bar{X} =23). On average the interviewed people are 39 years old, ranging from under 23 years to 63 years (\bar{X} =43).

5.1. Support and building relationships in Austria

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 81)

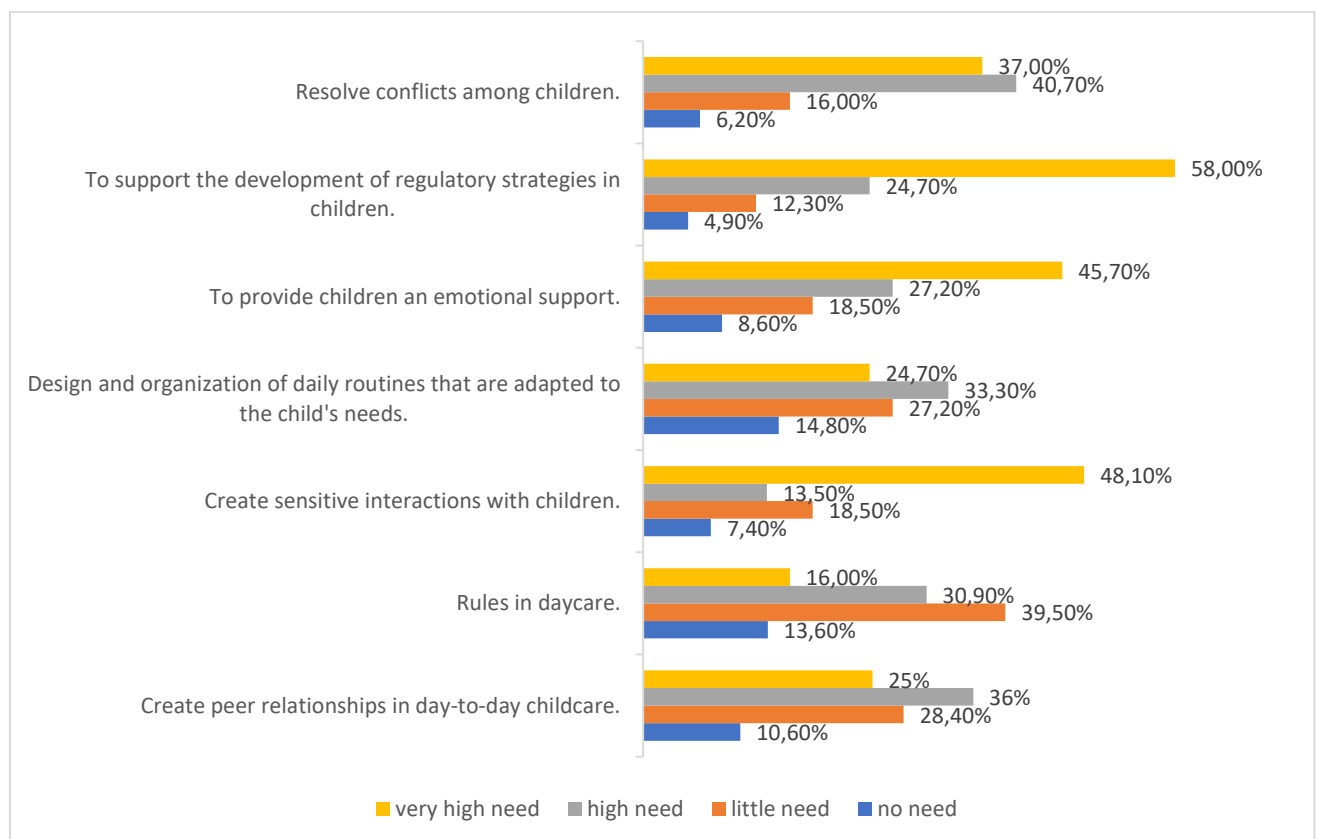


Fig. 7 Desired topics for further training from Austria – Support and building relationships

Top 3 of very high need of further education (Support and building relationships/Austria)

- | | | |
|---|--|------|
| 1 | To support the development of regulatory strategies of children. | 83 % |
| 2 | Resolve conflicts among children. | 78 % |
| 3 | To provide children an emotional support. | 73 % |

5.2. Development of stimulating elements in Austria

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 81)

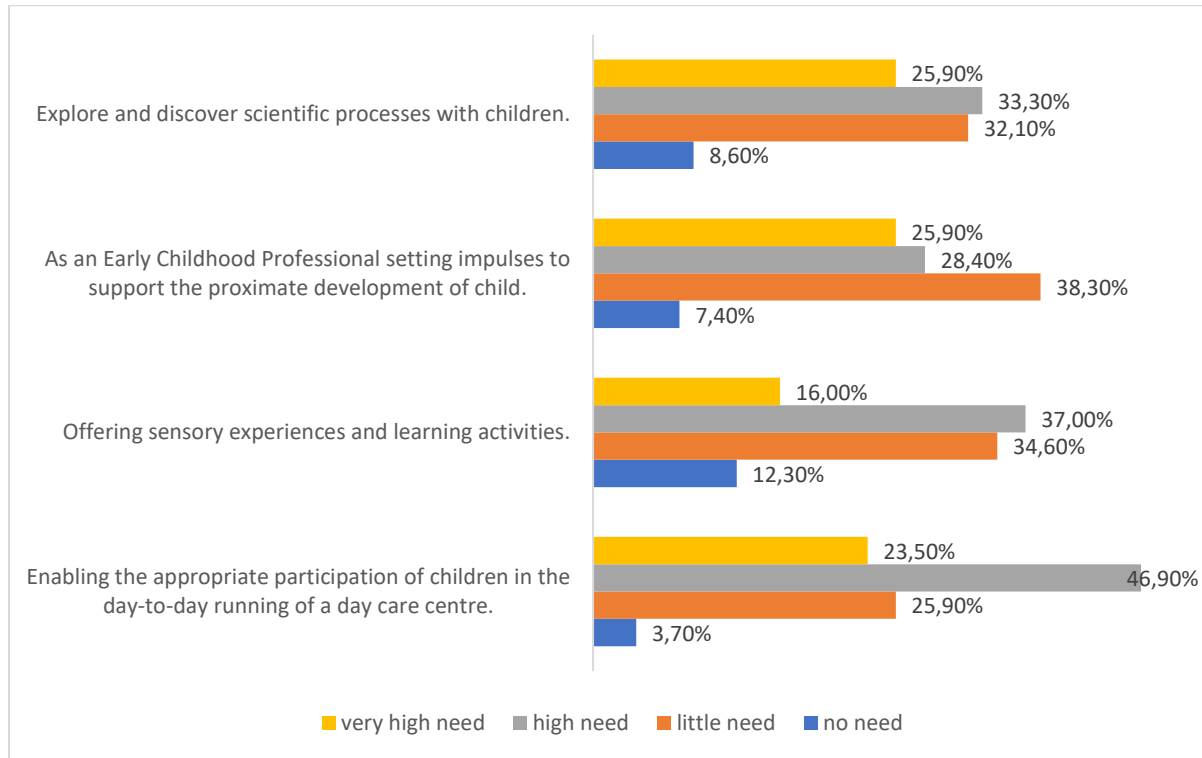


Fig. 8 Desired topics for further training from Austria – Development of stimulating elements

Top 3 of very high need of further education (Development of stimulating elements/Austria)

- | | | |
|---|--|------|
| 1 | Enabling the appropriate participation of children in the day-to-day running of a day care centre. | 70 % |
| 2 | Explore and discover scientific processes with children. | 59 % |
| 3 | As an Early Childhood Professional setting impulses to support the proximate development of child. | 54 % |

5.3. Communication with children

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 81)

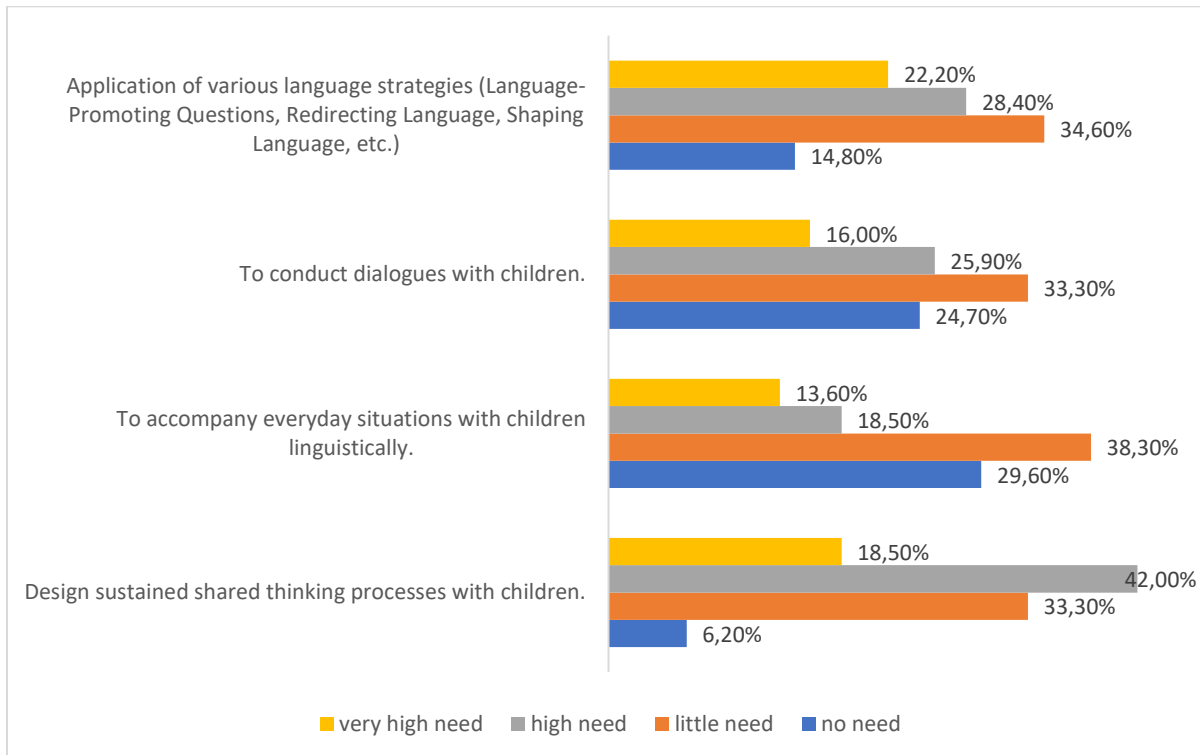


Fig. 9 Desired topics for further training from Austria - Communication with children

Top 3 of very high need of further education (Communication with children/Austria)

- | | | |
|---|---|------|
| 1 | Design sustained shared thinking processes with children. | 61 % |
| 2 | Application of various language strategies | 51 % |
| 3 | To conduct dialogues with children. | 42 % |

6. Germany I Descriptive results of the online questionnaire survey

In total 53 people participated at the online survey in Germany (52 women and 1 other sex). The Early Childhood Educators works on average 10 years in an Early Childhood Institution, ranging from under a year to 42 years professional experience ($\bar{X}=21,5$). The interviewed people are on average 38 years old, ranging from 23 years to 63 years ($\bar{X}=54,5$).

6.1. Support and building relationships in Germany

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 53)

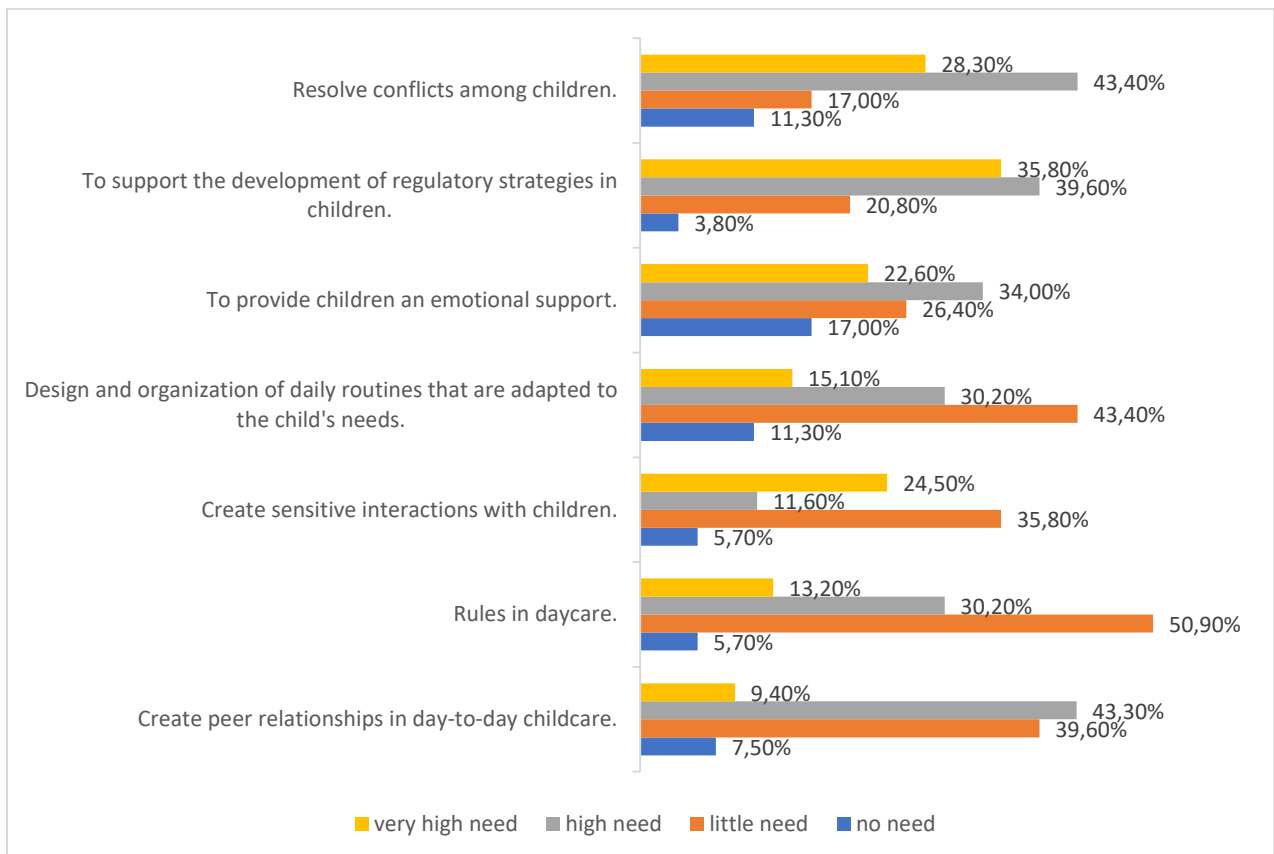


Fig. 10 Desired topics for further training from Germany – Support and building relationships

Top 3 of very + high need of further education (Support and building relationships / Germany)

- | | | |
|---|--|------|
| 1 | To support the development of regulatory strategies of children. | 75 % |
| 2 | Resolve conflicts among children. | 72 % |
| 2 | Create sensitive interactions with children. | 60 % |

6.2. Development of stimulating elements in Germany

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 53)

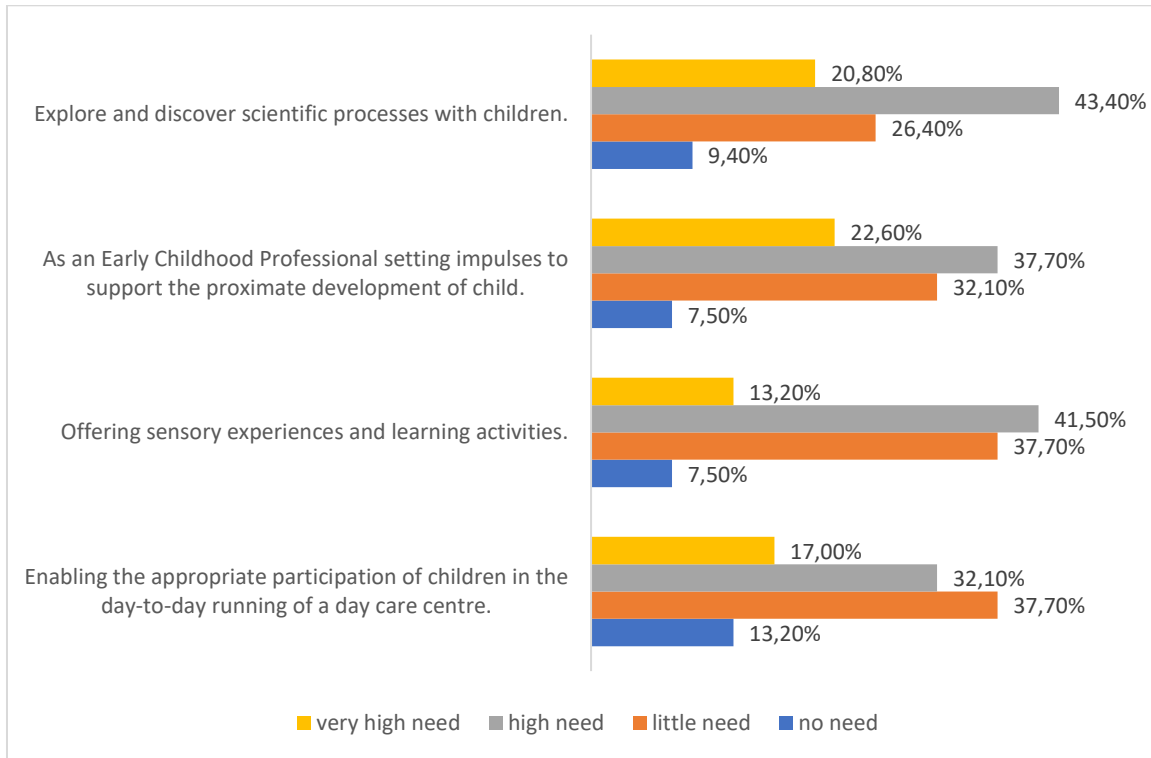


Fig. 11 Desired topics for further training from Germany – Development of stimulating elements

Top 3 of very + high need of further education (Development of stimulating elements/Germany)

- | | | |
|---|--|------|
| 1 | Explore and discover scientific processes with children. | 64 % |
| 2 | As an Early Childhood Professional setting impulses to support the proximate development of child. | 60 % |
| 3 | Offering sensory experiences and learning activities. | 55 % |

6.3. Communication with children in Germany

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 53)

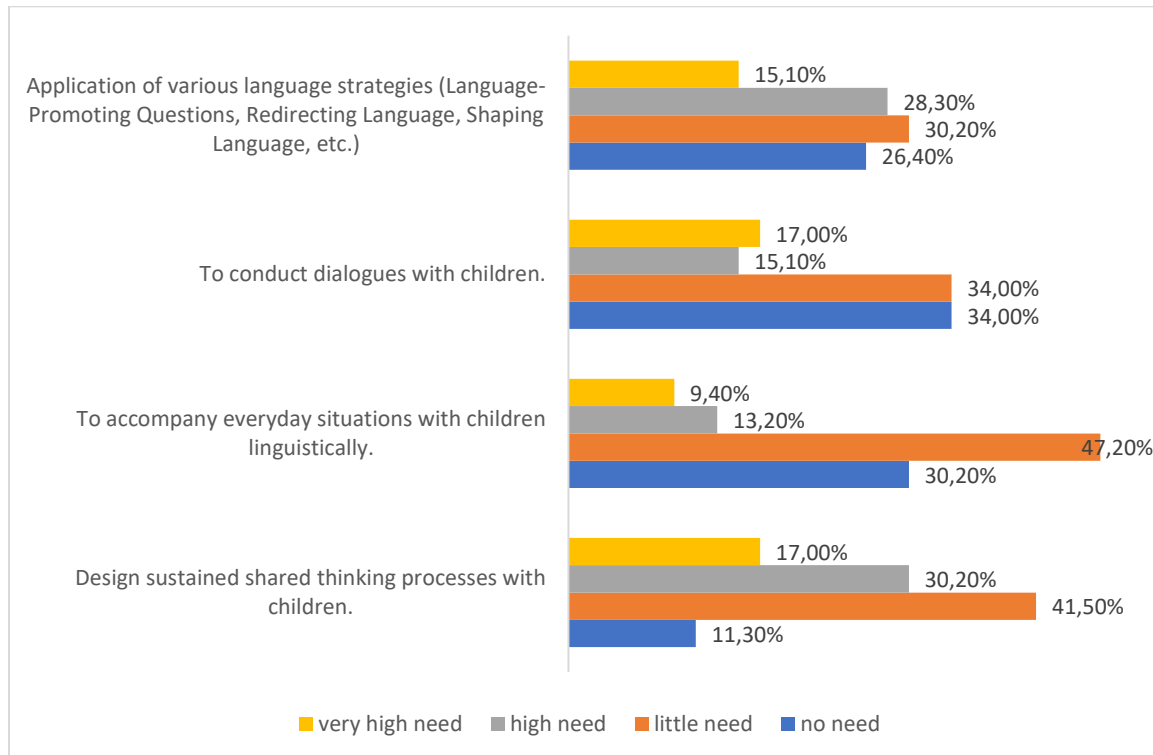


Fig. 12 Desired topics for further training from Germany - Communication with children

Top 3 of very + high need of further education (Communication with children/Germany)

- | | | |
|---|---|------|
| 1 | Design sustained shared thinking processes with children. | 47 % |
| 2 | Application of various language strategies. | 43 % |
| 3 | To conduct dialogues with children. | 32 % |

7. Slovenia I Descriptive results of the online questionnaire survey

In total, 224 people participated at the online survey in Slovenia (220 women and 4 men). The Early Childhood Educators works on average for 15 years in an Early Childhood Institution, ranging from under a year to 40 years professional experience ($\bar{X}=20$). The interviewed people are on average 39 years old, ranging from under 21 years to 60 years ($\bar{X}=40,5$).

7.1. Support and building relationships in Slovenia

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 224)

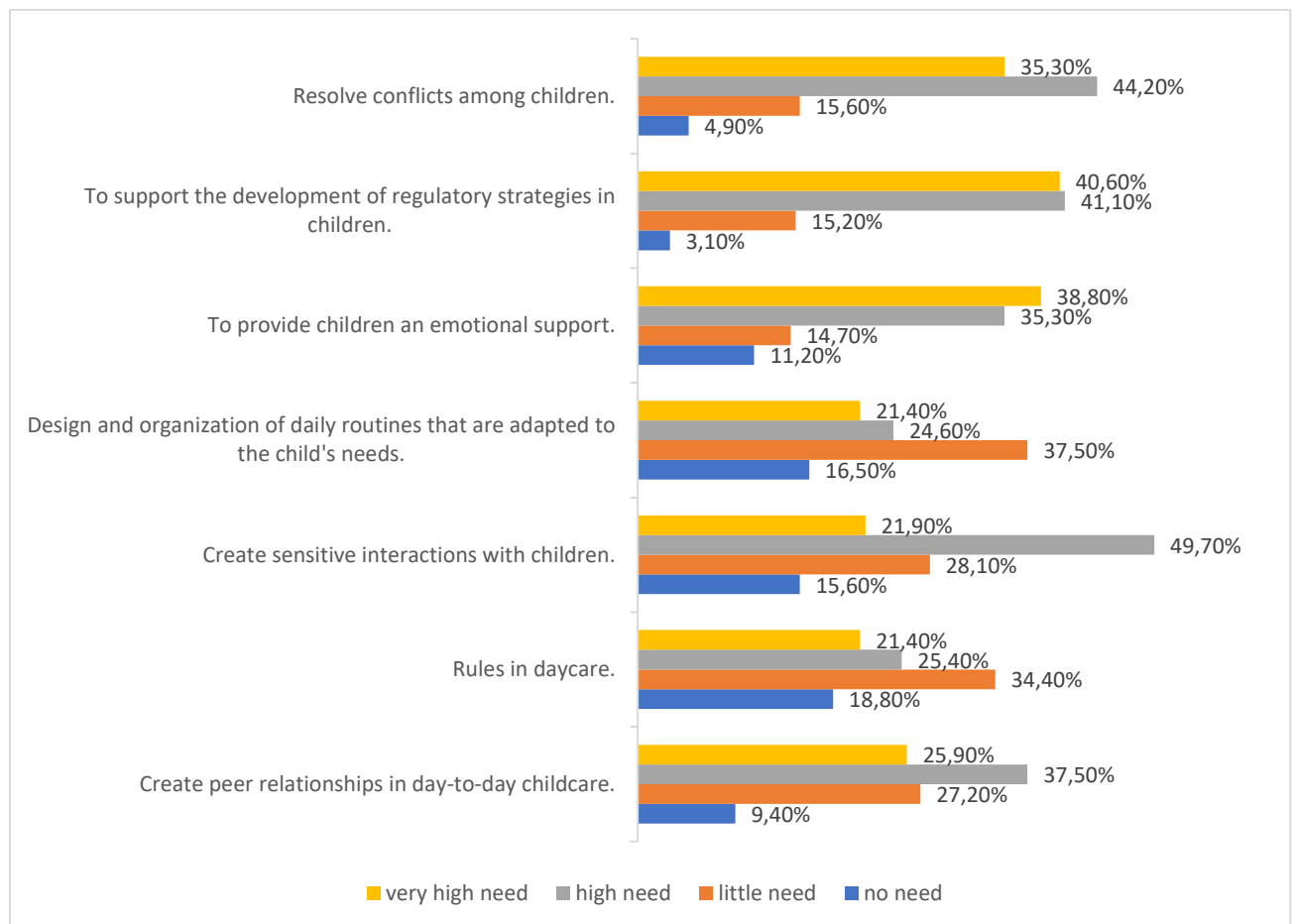


Fig. 13 Desired topics for further training from Slovenia – Support and building relationships

Top 3 of very + high need of further education (Support and building relationships / Slovenia)

- | | | |
|---|--|------|
| 1 | To support the development of regulatory strategies of children. | 80 % |
| 2 | Resolve conflicts among children. | 74 % |
| 2 | To provide children an emotional support. | 82 % |

7.2. Development of stimulating elements in Slovenia

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 244)

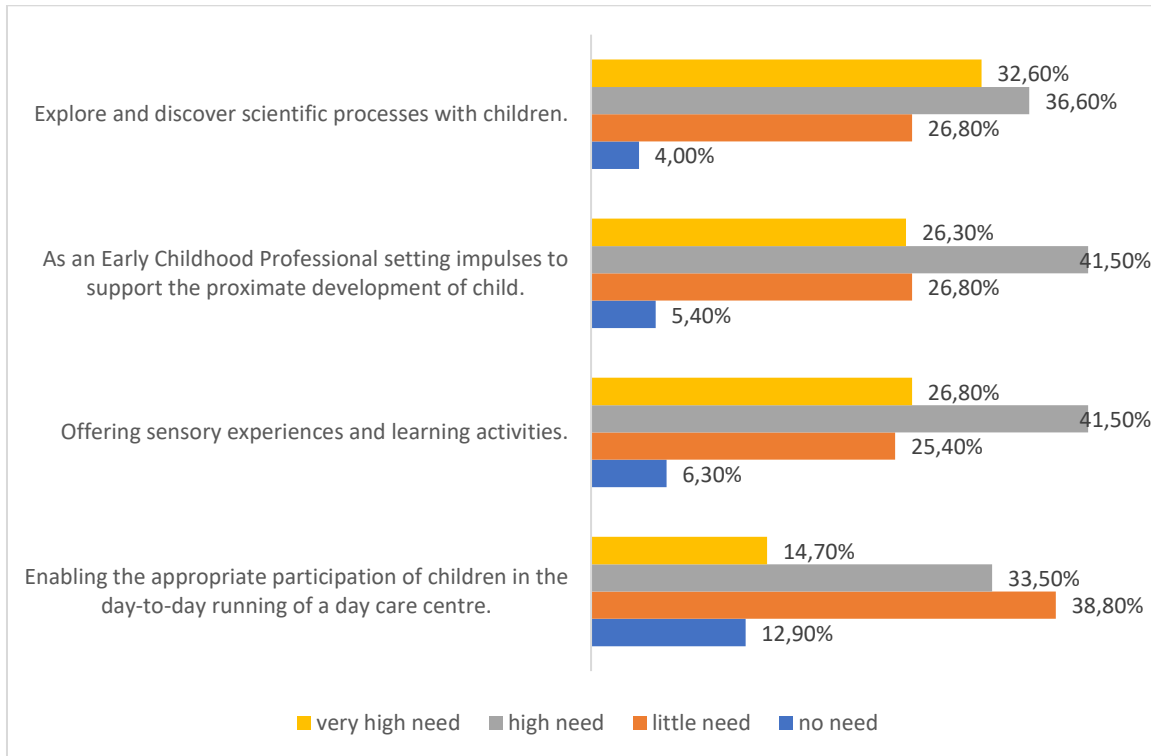


Fig. 14 Desired topics for further training from Slovenia – Development of stimulating elements

Top 3 of very + high need of further education (Development of stimulating elements/ Slovenia)

- | | | |
|---|--|--------|
| 1 | Explore and discover scientific processes with children. | 69,2 % |
| 2 | Offering sensory experiences and learning activities. | 68,3 % |
| 3 | As an Early Childhood Professional setting impulses to support the proximate development of child. | 67 % |

7.3. Communication with children in Slovenia

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 244)

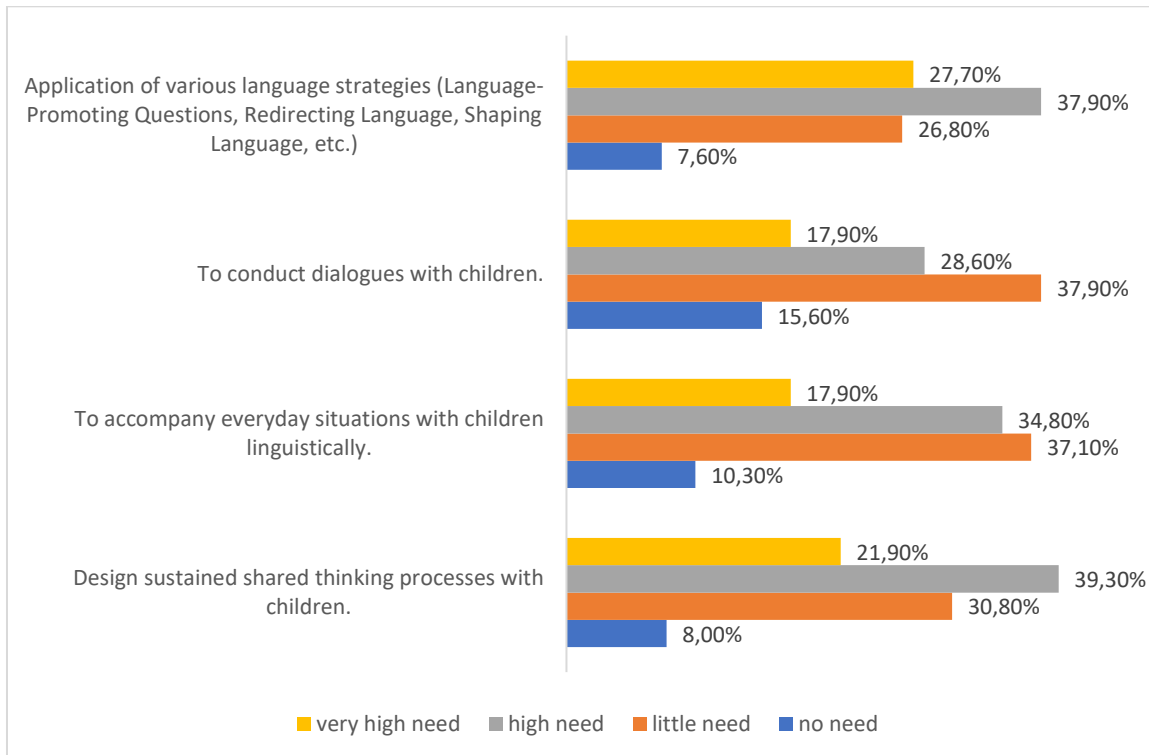


Fig. 15 Desired topics for further training from Slovenia - Communication with children

Top 3 of very + high need of further education (Communication with children/Slovenia)

- | | | |
|---|---|------|
| 1 | Application of various language strategies | 66 % |
| 2 | Design sustained shared thinking processes with children. | 61 % |
| 3 | To conduct dialogues with children. | 53 % |

8. Portugal I Descriptive results of the online questionnaire survey

In total 63 people participated in Portugal at the online survey (61 women, 1 man, 1 other sex). The Early Childhood Educators works on average 19 years in an Early Childhood Institution, ranging from under a year to 40 years professional experience ($\bar{x}=20$). The interviewed people are on average 43 years old, ranging from under 16 years to 63 years ($\bar{x}=47,5$).

8.1. Support and building relationships in Portugal

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 63)

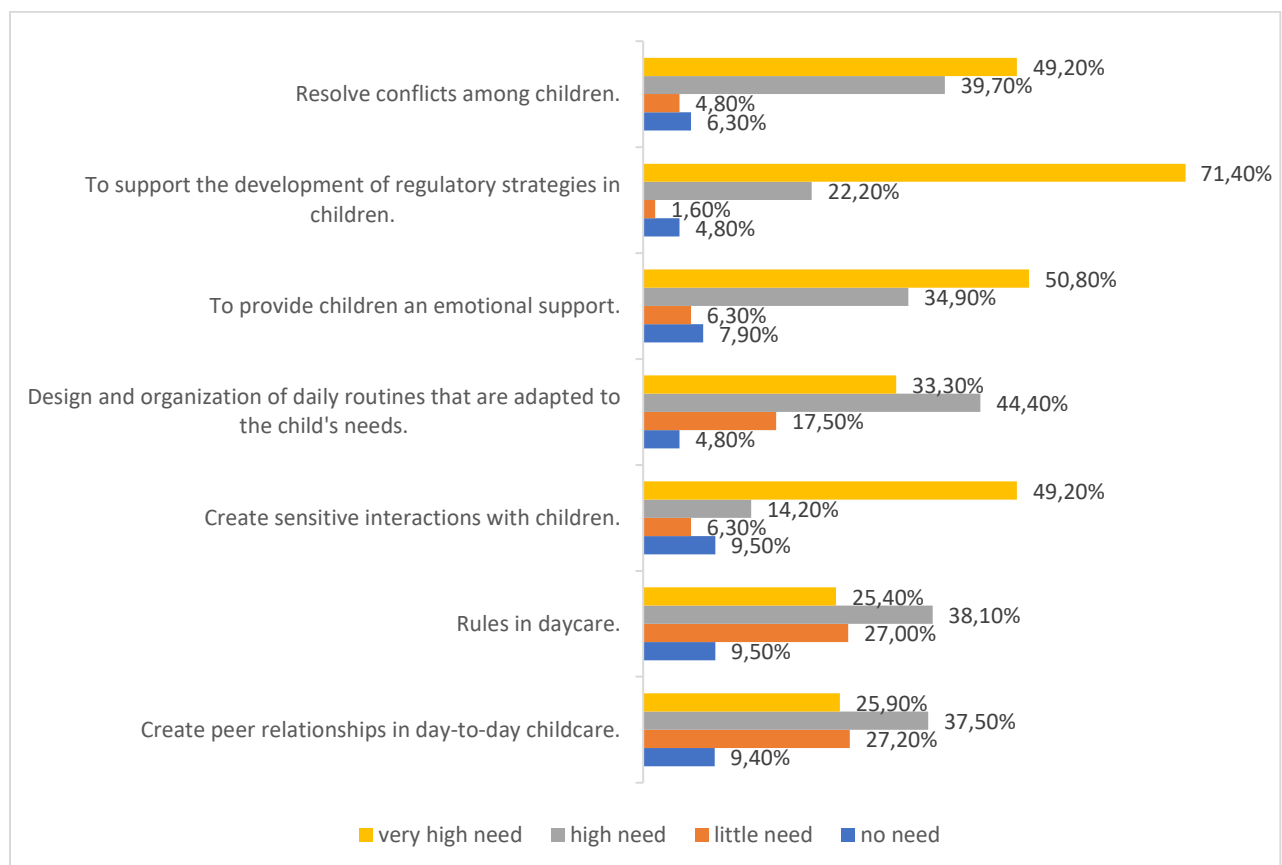


Fig. 16 Desired topics for further training from Portugal – Support and building relationships

Top 3 of very + high need of further education (Support and building relationships /Portugal)

- | | | |
|---|--|------|
| 1 | To support the development of regulatory strategies of children. | 94 % |
| 2 | Resolve conflicts among children. | 89 % |
| 2 | To provide children an emotional support. | 86 % |

8.2. Development of stimulating elements in Portugal

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 63)

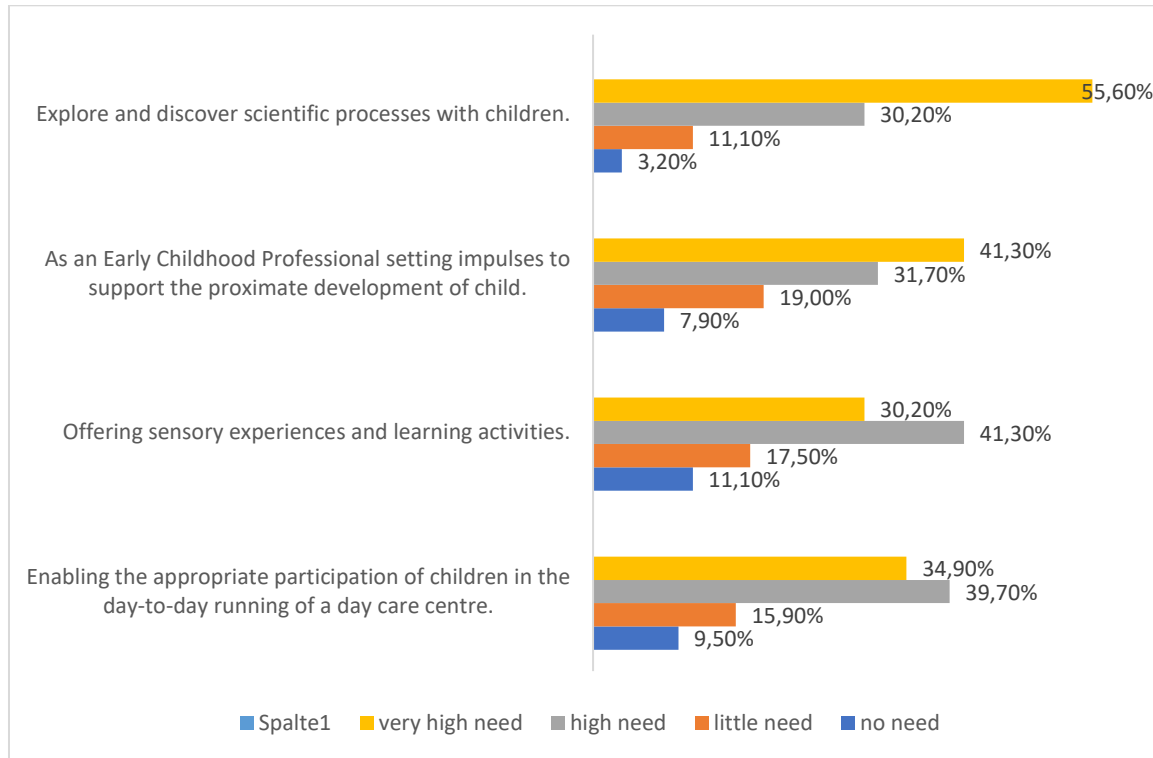


Fig. 17 Desired topics for further training from Portugal – Development of stimulating elements

Top 3 of very + high need of further education (Development of stimulating elements/Portugal)

- | | | |
|---|--|------|
| 1 | Explore and discover scientific processes with children. | 86 % |
| 2 | Offering sensory experiences and learning activities. | 75 % |
| 3 | As an Early Childhood Professional setting impulses to support the proximate development of child. | 73 % |

8.3. Communication with children in Portugal

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 63)

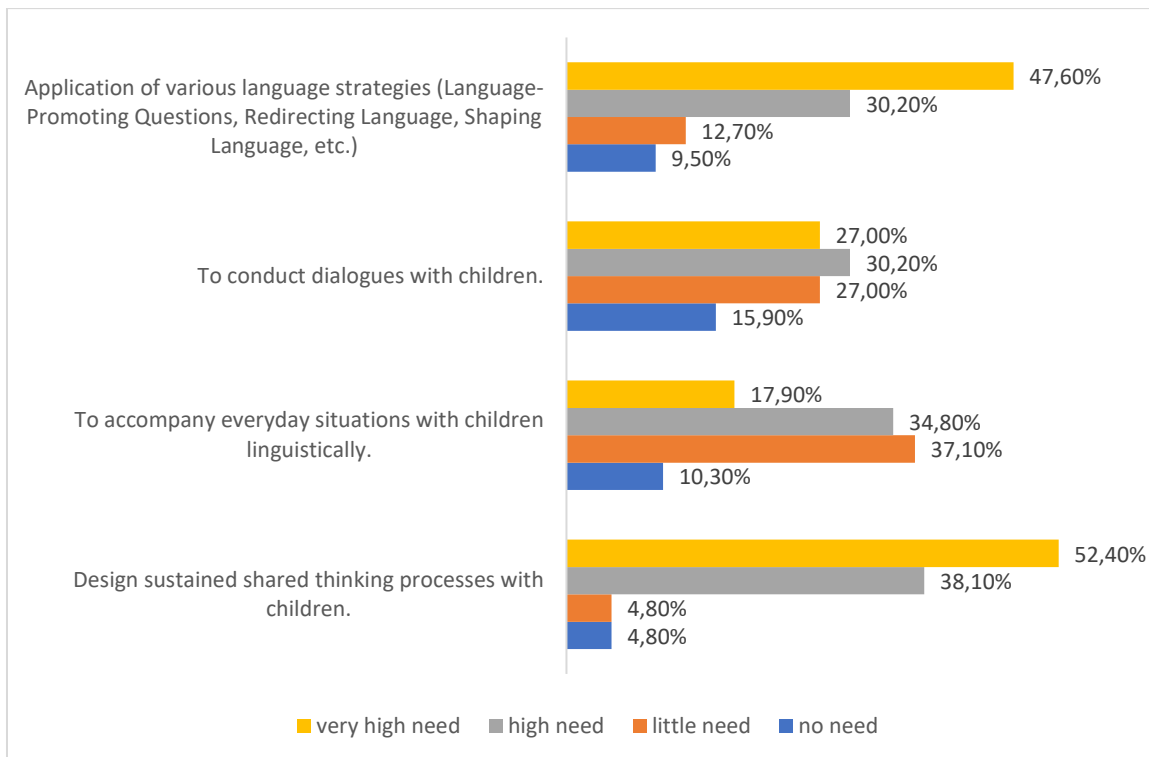


Fig. 18 Desired topics for further training from Portugal - Communication with children

Top 3 of very + high need of further education (Communication with children/Portugal)

- | | | |
|---|--|------|
| 1 | Design sustained shared thinking processes with children. | 91 % |
| 2 | To conduct dialogues with children. | 78 % |
| 3 | To accompany everyday situations with children linguistically. | 57 % |

9. Hungary I Descriptive results of the online questionnaire survey

In total 49 women participated at the online survey in Hungary. The Early Childhood Educators works on average for 19,5 years in an Early Childhood Institution, ranging from under a year to 44 years professional experience ($\bar{X}=22$). The interviewed people are on average 43 years old, ranging from under 21 years to 62 years ($\bar{X}=41,5$).

9.1. Support and building relationships in Hungary

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 49)

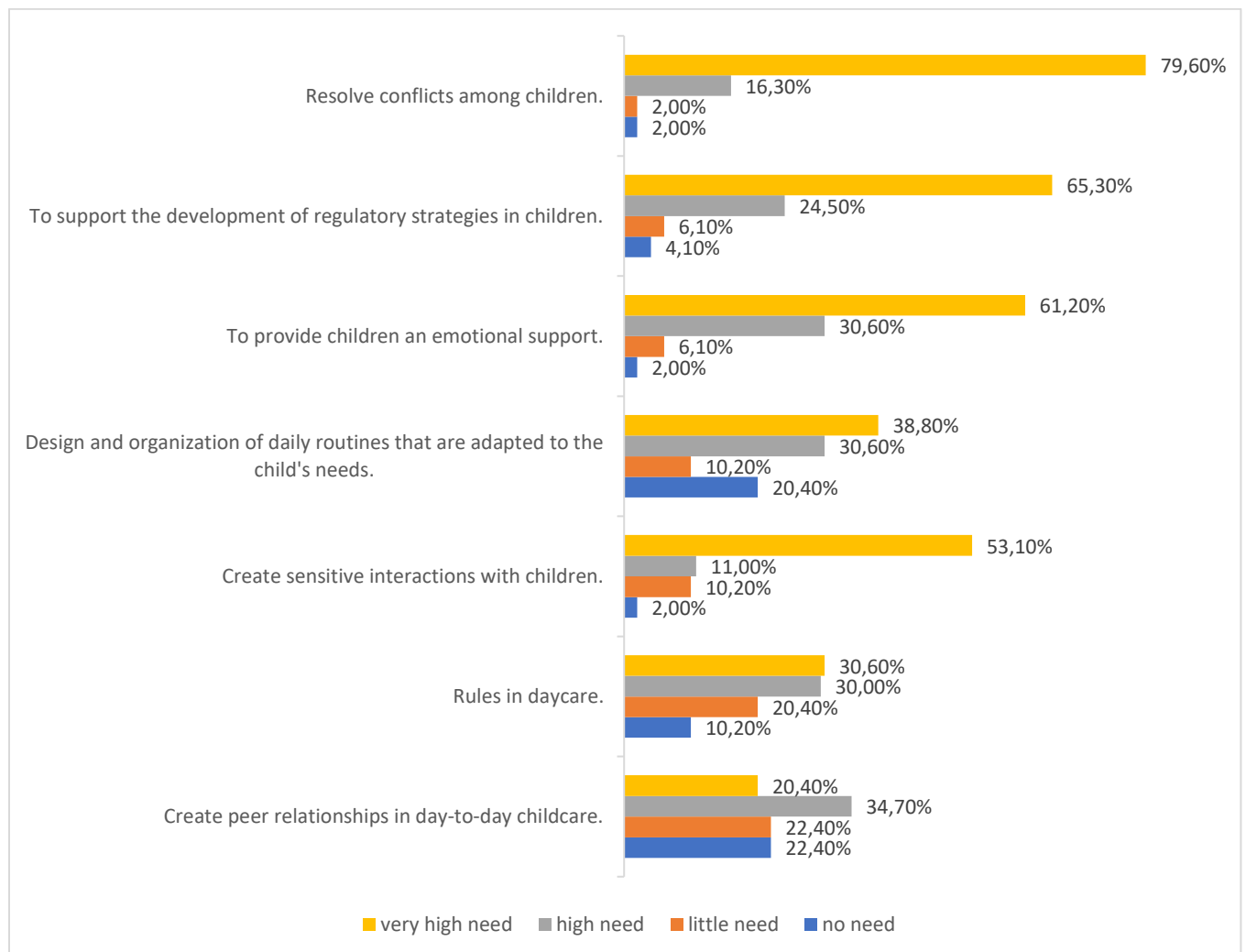


Fig. 19 Desired topics for further training from Hungary – Support and building relationships

Top 3 of very + high need of further education (Support and building relationships /Hungary)

1	Resolve conflicts among children.	96 %
2	To support the development of regulatory strategies of children.	92%
2	To provide children an emotional support.	90%

9.2. Development of stimulating elements in Hungary

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 49)

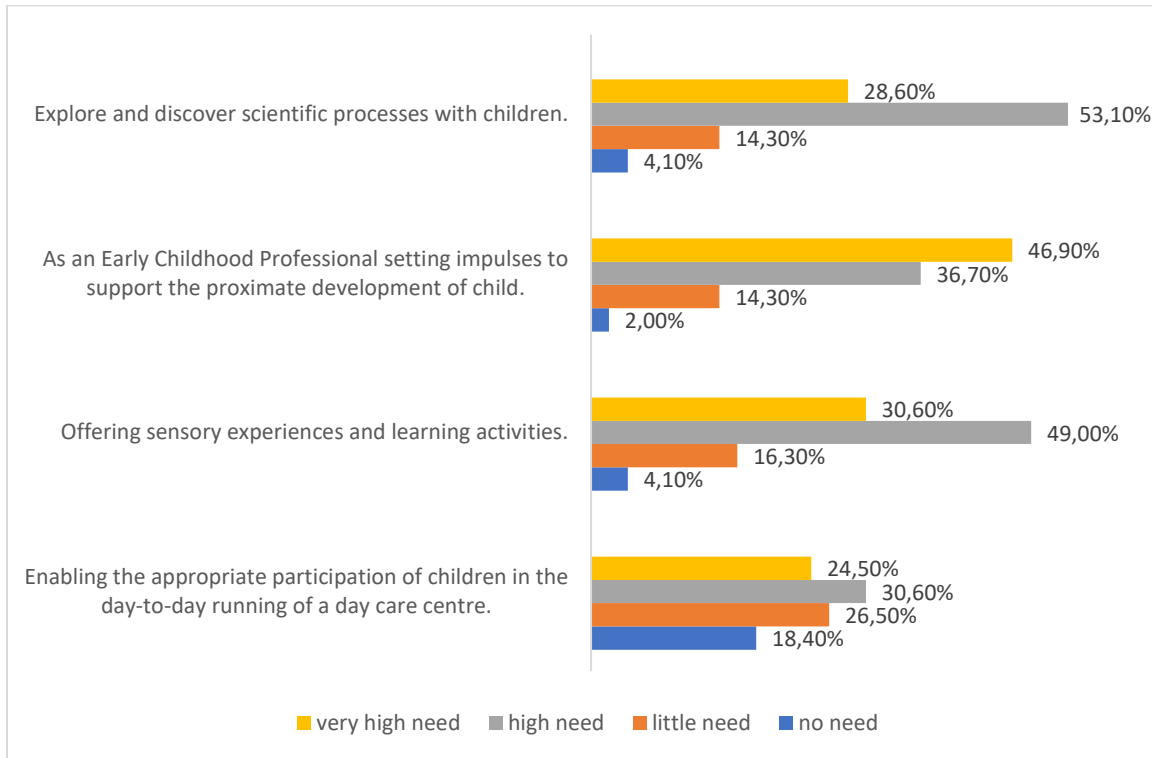


Fig. 20 Desired topics for further training from Hungary – Development of stimulating elements

Top 3 of very + high need of further education (Development of stimulating elements/Hungary)

- | | | |
|---|--|------|
| 1 | As an Early Childhood Professional setting impulses to support the proximate development of child. | 84 % |
| 2 | Explore and discover scientific processes with children. | 82 % |
| 3 | Offering sensory experiences and learning activities. | 80 % |

9.3. Communication with children in Hungary

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 49)

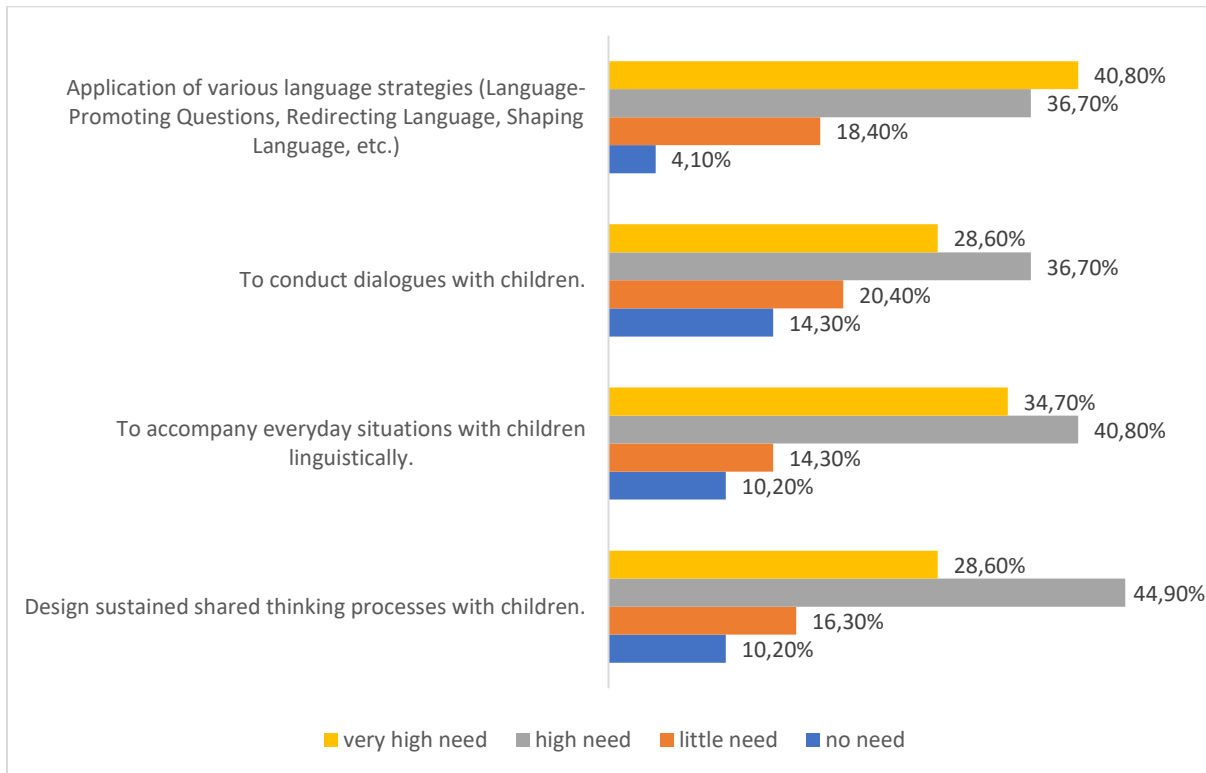


Fig. 21 Desired topics for further training from Hungary - Communication with children

Top 3 of very + high need of further education (Communication with children/Hungary)

- 1 Application of various language strategies. 77,5 %
- 2 To accompany everyday situations with children linguistically. 75,5 %
- 3 Design sustained shared thinking processes with children. 73,5 %

10. Italy I Descriptive results of the online questionnaire survey

In Italy, a total of 47 people participated at the online survey (44 women, 3 men and 1 other sex). The Early Childhood Educators works on average for 9 years in an Early Childhood Institution, ranging from under a year to 40 years of professional experience ($\bar{X}=20,1$). The interviewed people are on average 38 years old, ranging from under 20 years to 61years ($\bar{X}=40,5$).

10.1. Support and building relationships in Italy

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 47)

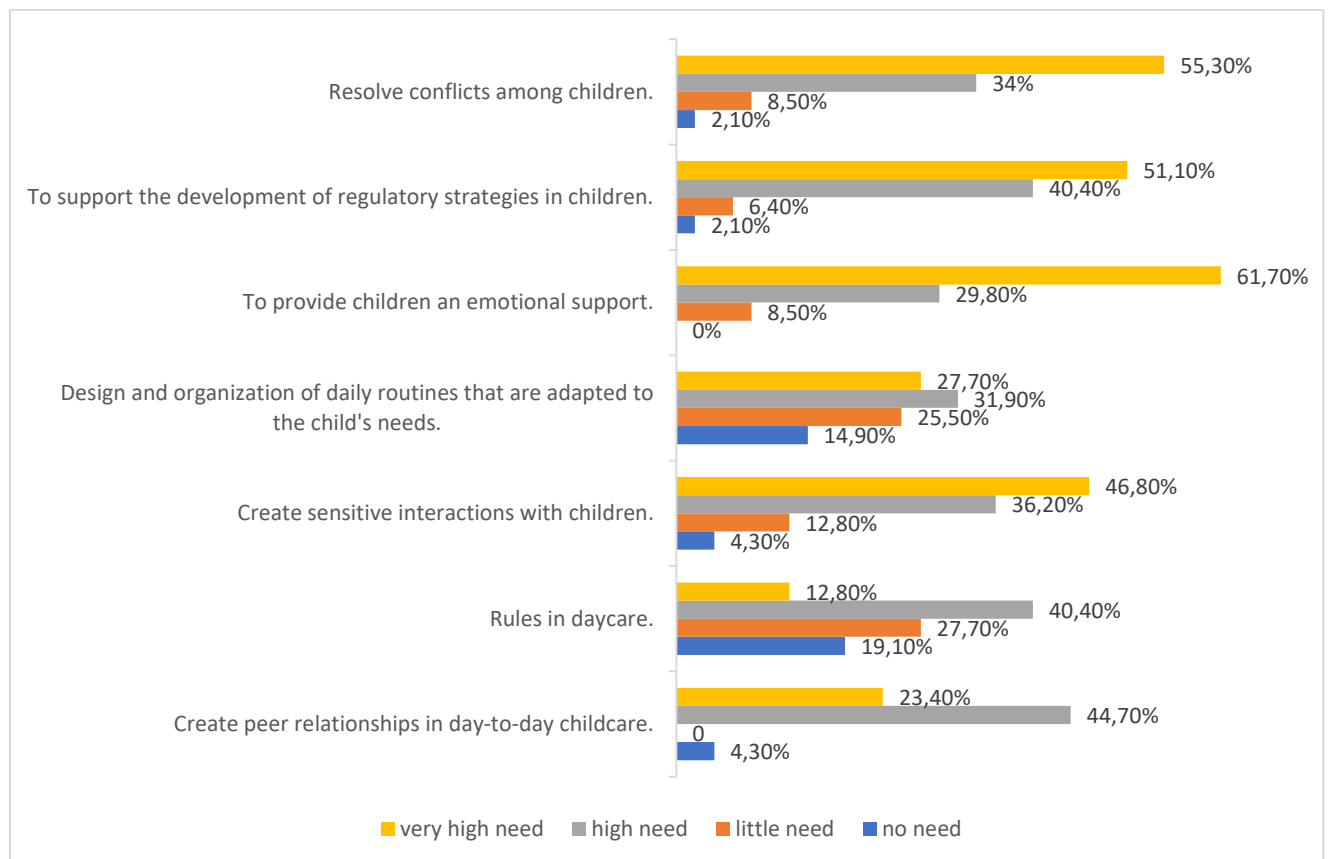


Fig. 22 Desired topics for further training from Italy – Support and building relationships

Top 3 of very + high need of further education (Support and building relationships /Italy)

1	Resolve conflicts among children.	89,30 %
2	To support the development of regulatory strategies of children.	91,5 %
2	To provide children an emotional support.	91,5 %
3	Create sensitive interactions with children.	83,0 %

10.2. Development of stimulating elements in Italy

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 47)

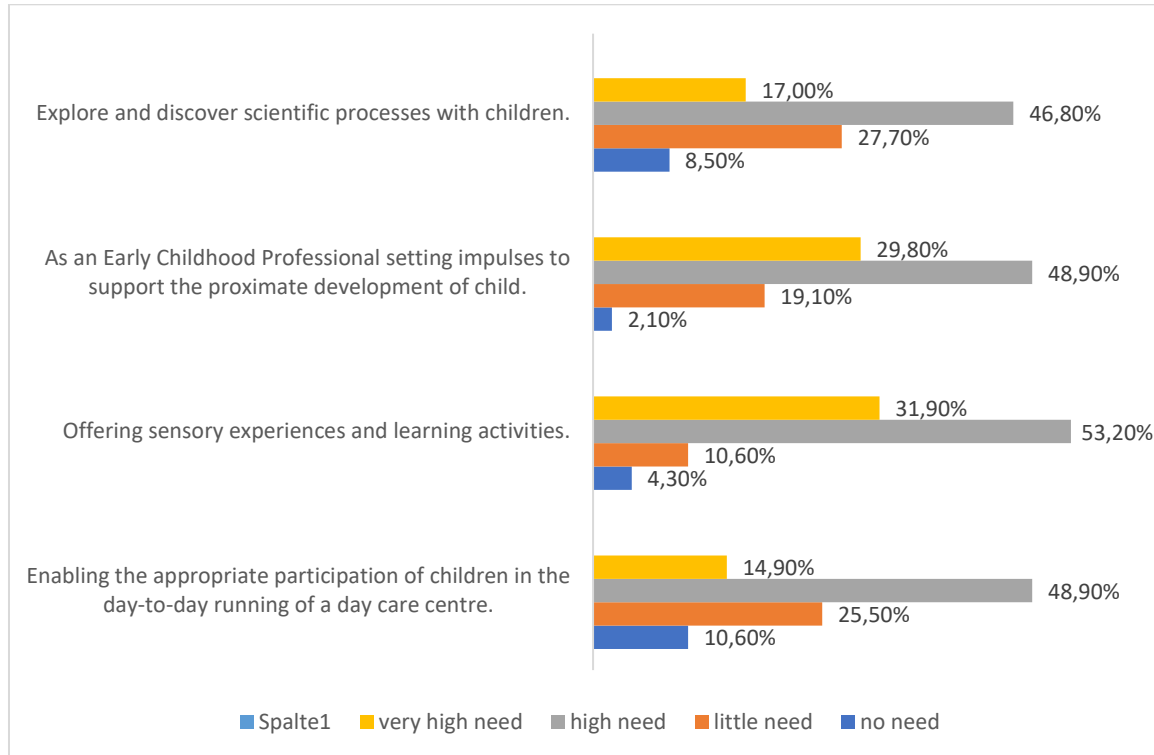


Fig. 23 Desired topics for further training from Italy – Development of stimulating elements

Top 3 of very + high need of further education (Development of stimulating elements/Italy)

1	Offering sensory experiences and learning activities.	85,10 %
2	As an Early Childhood Professional setting impulses to support the proximate development of child.	78,70 %
3	Explore and discover scientific processes with children.	63,80 %
3	Enabling the appropriate participation of children in the day-to-day running of a day care center.	63,80 %

10.3. Communication with children in Italy

According to the questioned Early Childhood Educators there is a need for further training in the following areas (n= 47)

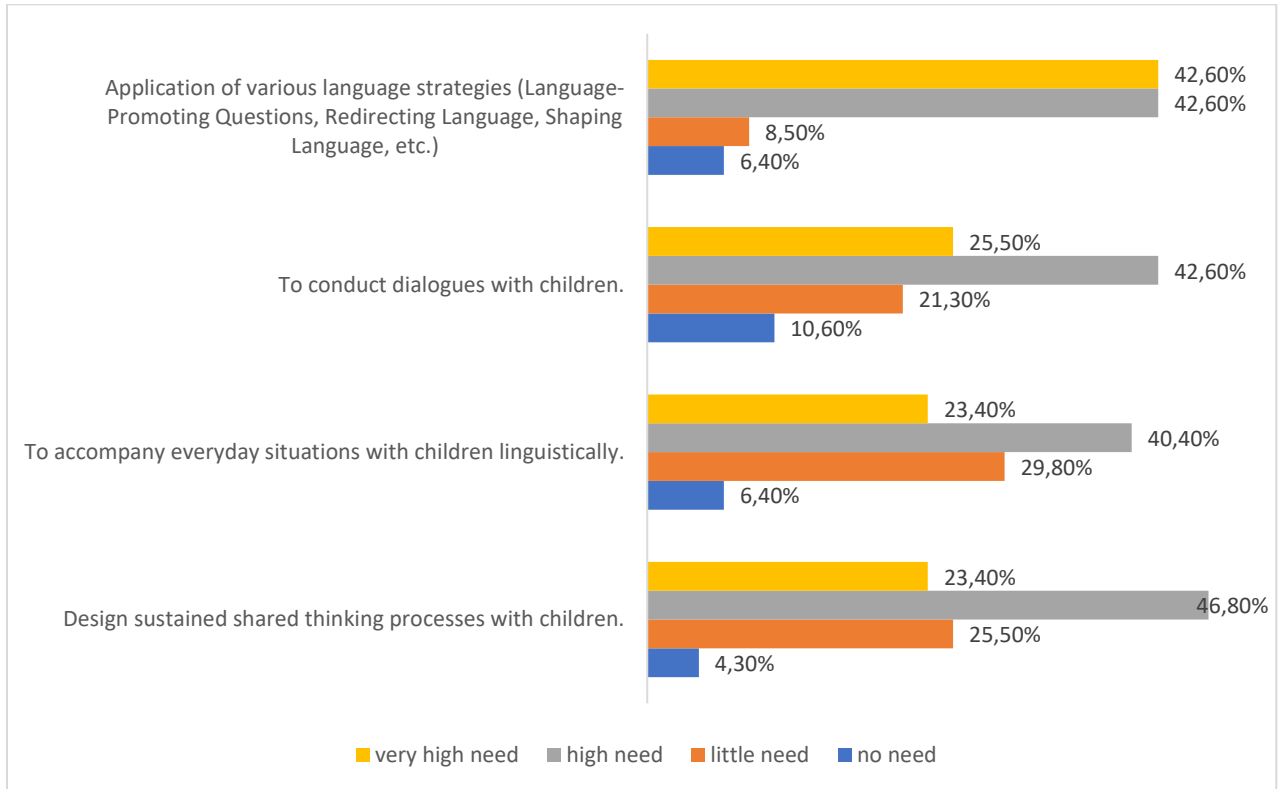


Fig. 24 Desired topics for further training from Italy - Communication with children

Top 3 of very + high need of further education (Communication with children/Italy)

- | | | |
|---|---|---------|
| 1 | Application of various language strategies. | 89,20 % |
| 2 | Design sustained shared thinking processes with children. | 70,30 % |
| 3 | To conduct dialogues with children | 68,10% |

11. General presentation of qualitative data as collected through the survey

Altogether, 2.383 statements were first assigned to an inductive categories system based on the qualitative content analysis methods of Philipp Mayring. Subsequently, these categories were then organized into the category system included in the questionnaire (inductive-deductive procedure).

The 2.383 qualitative statements include 833 statements from Slovenia, 394 statements from Austria, 319 statements from Portugal, 288 statements from Hungary, 283 statements from Italy and 266 statements from Germany.

1.108 statements could be characterized by the given description „good interaction quality between Early Childhood Professionals and Children.” 1.275 statements could be assigned to the category „topics of further education and training in the context of interaction quality.”

These elements can be divided into the following main categories:



Fig. 25 Categories of qualitative data from the questionnaire survey

11.1. Definition: quality of interactions in Early Childhood Institutions

A total of 748 statements reported that good interaction quality between Early Childhood Educational Professionals depends on communication. The interviewed people remarked that early childhood educators should be both emotionally and physically present. The most important basis for good interaction quality between Early Childhood Educational Professionals and children is a warm and empathic atmosphere. The actions of Early Childhood Educational Professionals should take into account the individual needs of children.

Interview subjects reported that good interaction quality is always mutual (between Early Childhood Educational Professionals and the children). Education submissions and lesson plans should be developed according to children’s needs, as observed by the educational professional. They must attempt to interpret children’s reactions and respond appropriately. It’s very important to act authentically with children.

Well-founded educational knowledge is a basic prerequisite for the design of interactions with children (the latest know-how, professional knowledge and experience, familiarity with children’s developmental stages). Early Childhood Educational Professionals should always be oriented towards the interests of the children. In good interactions with children, dimensions of diversity and inclusion are considered. Children are able and encouraged to participate, and there is space for children’s concerns and complaints. To shape good interaction quality, sufficient time must be allocated to avoid stressful situations for both sides.

A minority of statements declared that good interaction quality between Early Childhood Educational Professionals depends on children’s respect, and that children should listen to adults and follow the rules as assigned by adults.

A few statements pointed out that good interaction quality between Early Childhood Educational Professionals depends on a good relationship within the team of the Early Childhood Institution and on a good relationship with the parents and families of the children (including regular exchange concerning children's development).

11.2. Other further training topics

Most statements were assigned to the topic of diversity and inclusion. Diversity refers to a gender-equitable treatment of children, a culturally and religiously sensitive approach to children, and the integration of children and families from other countries. Inclusion refers to both issues of equal opportunity (poverty, social neglect, etc.) as well as the participation of children with disabilities. Children with autism were mentioned several times.

The Early Childhood Educational Professionals expressed a desire to develop their own personality in further training courses. This refers to aspects of serenity, respect, stress management, self-esteem and confidence. Furthermore, they would like to develop expertise in developmental psychology, neurobiology, and digital media.

There were also many requests for further training on general topics including: taboo topics (sexual education), observation of children, first aid, progressive educational approaches, etc. These topics will however not be described in detail, because they have little to do with the quality of interaction between specialist and child.

Further training courses should thus be designed as follows: good practice examples should be presented, the topics should be linked to practice, and practical exercises should be implemented. It should be an interactive further training in which specific case studies are discussed and analyzed. There should be the possibility of exchange between colleagues and tandems. There should not necessarily be any additional effort. An internship abroad would also be desirable.

11.3. Formulated further training requests for support and building relationships

The request most mentioned among survey responses was to explore strategies of conflict management and resolution.

Regarding working directly with children, Early Childhood Educational Professionals reported that they would like to see more expertise in socio-emotional relationships (such as highly sensitive children, compassionate approaches, children with a strong will, emotional development, creating empathy in children, etc.).

Special further training needs included emotional regulation strategies through external and self-evaluation. Early Childhood Educational Professionals want to develop expertise shaping strong child/educator relationships in groups that can address individual needs. Strategies for developing and supporting peer relationships were also mentioned.

With regard to enhancing teamwork, further training requests included communication strategies, conflict management and organizational planning (for example rules, routines and the organization of the daily routine). In order to strengthen cooperation between parents and families, the Early Childhood Educational Professionals also want to acquire skills concerning communication strategies for interactions with parents, including dealing with conflicts and with parents who speak a foreign language unfamiliar to the educator.

11.4. Formulated further training requests for development of stimulating elements

In general, Early Childhood Educational Professionals requested information on how to create stimulating learning environments that support the children's development (co-constructive and self-educational). This includes how to plan on the basis of child-observations, how daily routines can be designed as educational moments and what function (free-)play has.

Other popular topic blocks included science, nature, forest education and sustainability. Moderately popular topics ranged from offering and allowing sensory experiences to arts and movement with children. Occasionally, respondents expressed educational approaches (Reggio, Montessori, Gordon and Pikler) or method collections in the form of games and methods.

5.6. Formulated further training requests for communication with children

In general, respondents wishes concerned communication (respectful communication, conversation and listening) and specific communication techniques (Gordon, Marshall-Rosenberg method, non-violent communication), followed by continuing education topics on communication with children (constructive communication with the child, literacy, active listening and language support in everyday life) and on language strategies. Also mentioned were methods for language education, information on non-verbal communication with children, communication with children in other first languages, and developmental psychological knowledge for language acquisition.

12. General presentation of the results of the observations with GraZIAS

This is a preliminary descriptive evaluation of the observations with GraZIAS, of March 2020. The datas are not completed (March 2020), there will be a few observations after the Corona-Crises.

Altogether 82 Early Childhood Educator Professionals participated at the observation with GraZIAS:

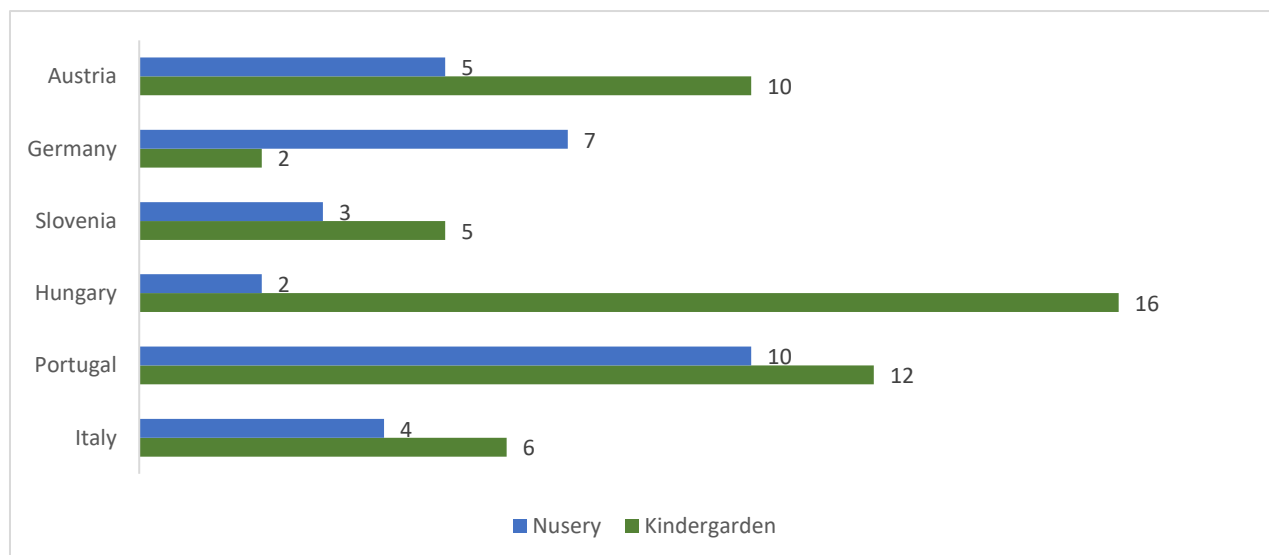


Fig. 26 Observations with GraZIAS in each countries

First overview of the statistical average of the observation with GraZIAS
N=31 Nursery (0-3)
N=51 kindergarden (3-6)

criteria	threads	Mean	criteria	threads	Mean
Being present	Emotional availability	6.03	Being present	Emotional availability	6.33
	Appreciation	5.32		Appreciation	6.18
Experiencing relationships	Arriving	5.26	Experiencing relationships	Arriving	5.12
	Peer-Interactions	4.16		Peer-Interactions	5.00
	Group rituals	4.94		Group rituals	5.29
Introducing rules and adhering to them	Number/System (Team)	4.23	Introducing rules and adhering to them	Number/System (Team)	5.94
	Mode of behavior/breaking rules	4.35		Mode of behavior/breaking rules	4.25
				Keeping records	4.25
				Beig a role model in social coexistence	4.90
Supervising conflicts	Intervening	5.00	Supervising conflicts	Intervening	6.02
	Consoling	5.65		Consoling	6.14
	Intensity of reaktionen	5.06		Intensity of reaktionen	5.82
	Solution strategies	4.61		Solution strategies	5.59
Considering individual needs	Flexibility in daily routines	4.48	Considering individual needs	Flexibility in daily routines	5.20
	Structure of transitions	3.77		structure of transitions	4.84
	rooms/areas	5.06		rooms/areas	5.20
Supporting the regulation of emotions	Verbalizing emotions	3.58	Supporting the regulation of emotions	Verbalizing emotions	3.88
	Reactions of education professional	4.81		Reactions of education professional	4.90
	Regulation of emotions	3.90		Regulation of emotions	5.04
Enabling participation	Accessibility and diversity of materials (Team)	4.74	Enabling participation	Accessibility and diversity of materials (Team)	5.82
	Choices	3.38		Choices	5.25

	Participation in daily routine and bodily care	3.90		Participation in daily routine and bodily care	5.55
	Announcement of events	4.35		Announcement of events	5.24
	Independent orientation (Team)	4.23		Independent orientation (Team)	5.82
Offering and allowing sensory experiences	Allowing sensory experiences	4.19			
	Encouraging sensory experiences	3.45			
Providing stimuli (verbally/nonverbally)	Disrupting activities	4.32	Providing stimuli (verbally/nonverbally)	Disrupting activities	4.59
	Changing the rooms for exploration	3.06		Changing the rooms for exploration	3.84
	Stimuli for actions	4.35		Stimuli for actions	4.43
	Difficult activities	3.45		Difficult activities	4.73
	Encouragement	4.84		Encouragement	5.10
Communicating in a stimulating way	Opportunity to speak	4.84	Designing Long-lasting Dialogues	Taking up and extending linguistic contributions	4.92
	Language contributions	4.68		Adding your own contributions to dialogues	4.84
	Corrective Feedback	4.16		Playful usage of language	4.29
	Playful usage of language	3.61	Expanding Vocabulary Based on Experiences	Using terms	4.10
	Using terms	3.58		Verbalizing experiences	4.12
	Verbalizing experiences	3.48	Language-promoting Questions	Using questions	4.96
	Questions	4.29		Use of various question types	4.92
			Shaping Language	Corrective feedback	4.88
				Language role model /expanding	4.59
				Repeating/expanding	4.06
				Transformation	4.37

Fig. 27 first descriptive analysis of the observations (not completed sample N=31 Nursery; N= 51 Kindergarden)



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KARL-FRANZENS-UNIVERSITÄT GRAZ
UNIVERSITY OF GRAZ



QUESTIONNAIRS

- ENG
- AUT/DEU
- PRT
- HUN
- SVN
- ITA

Online questionnaire - QUALIMENTARY

Dear Early-Childhood-Educational Professional,

We are pleased that you are interested in our questionnaire.

Do you work as an Early-Childhood-Educational Professional in a crèche or a kindergarten? Please spend about 10 to 15 minutes filling out this online questionnaire. We are primarily interested to determine what is important to you regarding the quality of interaction between you and the children and topic(s) that you feel require additional education and further training.

This questionnaire survey is being conducted across different European countries and is a part of the Erasmus+ project "Implementation of quality development processes in early years education and care institutions".

We ask that you complete the following questionnaire, marking your choice with a cross or X in the four-point scale.

This questionnaire survey is anonymous. Please use only the "Next" or "Back" buttons (at the bottom of the screen) while answering the questions.

If you have any questions regarding the study or how to fill out the questionnaire, please contact

Thank you for your participation!

Mandatory questions in the online questionnaire

Because of the data protection basic regulation, we require a declaration of consent from you. Your participation is voluntary. The questionnaire can be terminated at any time, without reason.

I agree that in this research project, my data will be recorded and stored anonymously. The information provided by me will be kept strictly confidential and will be used in an anonymous manner, exclusively for scientific purposes and will not be passed on to third parties.

- Yes, I agree to the declaration of consent and would like to participate in the questionnaire survey.
- No, I do not agree to the declaration of consent and would like to cancel the survey.

1. Interaction quality

Please list 5 aspects that constitute a good quality of interaction, for you as an Early-Childhood-Educational professional, between you and the children.

Regarding these topics, please choose, an a level between 1 to 4, how high your need for further training is. Mark your choice clearly.

<i>Good interaction quality between Early-Childhood-Educational Professionals and children means to me ...</i>	<i>With regard to these topics, there is no need or a high level of need for further training.</i>			
	<i>1 = no need for further training 2 = little need for further training 3 = high need of further training 4 = very high need of further training</i>			
	1	2	3	4
1.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Support and building relationships

Do you think the following topics require further training?

<i>In the following questions, we ask what amount of further training you believe is needed.</i>	<i>With regard to these topics, there is no need or a high level of need for further training.</i>				
	<i>1 = no need for further training 2 = little need for further training 3 = high need of further training 4 = very high need of further training</i>				
	1	2	3	4	
2.1.	Create peer relationships in day-to-day childcare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.	Rules in daycare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.	Create sensitive interactions with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.	Design and organization of daily routines that are adapted to the child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.	Provide Emotional support and develop regulation strategies in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.	Resolve conflicts among children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7. What are your concrete wishes for further training on the listed topics?					
2.8. Specifically, which further education and training content would you like to see on the listed topics?					

3. Development of stimulating elements

<p><i>In the following questions, we ask what amount of further training you believe is needed.</i></p>		<p><i>With regard to these topics, there is no need or a high level of need for further training.</i></p> <p><i>1 = no need for further training 2 = little need for further training 3 = high need of further training 4 = very high need of further training</i></p>			
		1	2	3	4
3.1.	Enabling the appropriate participation of children in the day-to-day running of a day care centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.	Offering sensory experiences and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.	As an Early Childhood Professional setting impulses to support the proximate development of child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.	Explore and discover scientific processes with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.	What are your concrete wishes for further training on the listed topics?				
3.6.	Specifically, which further education and training content would you like to see on the listed topics?				

4. Communication with children

<p><i>In the following questions, we ask what amount of further training you believe is needed.</i></p>		<p><i>With regard to these topics, there is no need or a high level of need for further training.</i></p> <p><i>1 = no need for further training 2 = little need for further training 3 = high need of further training 4 = very high need of further training</i></p>			
		1	2	3	4
4.1.	Design sustained shared thinking processes with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.	Interact with children in everyday situations and have long dialogues with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.	Application of various language strategies (Language-Promoting Questions, Redirecting Language, Shaping Language, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.	What are your concrete wishes for further training on the listed topics?				
4.5.	Specifically, which further education and training content would you like to see on the listed topics?				

5. General issues

5.1.	Highest educational level	
5.2.	How old are you?	_____ years
5.3.	Which gender do you feel you belong to?	<input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> other
5.4.	How many years have you worked as an Early-Childhood-Educational?	_____ years.
5.5.	How many children attend your institution?	_____ Children
5.6.	How many children are in your group?	_____ Children
5.7.	How many colleagues are in your team, in the whole institution?	_____ Colleagues
5.8.	How many colleagues are in your team, in your group?	_____ Colleagues

Thank you for completing this questionnaire and your effort!

Erasmus+ Projekt „QUALIMENTARY“ – Implementieren von Interaktionsqualität in Kita s

Sehr geehrte pädagogische Fachpersonen,

wir freuen uns, dass Sie Interesse an unserem Fragebogen haben.

Sie arbeiten als pädagogische Fachperson in einer Kinderkrippe oder einem Kindergarten? Wenn das auf Sie zutrifft und Sie etwa 15 bis 20 Minuten Zeit für das Ausfüllen des Online-Fragebogens aufbringen möchten, würden wir uns sehr freuen! Uns interessiert vorrangig was Ihnen in Zusammenhang mit Interaktionsqualität wichtig ist und wo Sie selbst einen Fort- und Weiterbildungsbedarfs sehen.

Wir führen diese Fragebogenerhebung in mehreren europäischen Ländern im Rahmen des Projekts „Implementierung von Qualitätsentwicklungsprozessen in Kinderbildungs- und -betreuungseinrichtungen“ durch.

Wir bitten Sie den folgenden Fragebogen auszufüllen und Ihr Kreuz auf der vierstufigen Skala zu setzen.

Die Fragebogenerhebung ist völlig anonym. Bitte verwenden Sie während der Beantwortung des Fragebogens ausschließlich den "Weiter"- bzw. "Zurück"-Button.

Für Fragen zur Studie oder zum Ausfüllen des Fragebogens können Sie sich gern bei folgender Ansprechperson melden:

Ansprechperson **Österreich:**

Dr.ⁱⁿ Eva Pölzl-Stefanec
Univeristät Graz - Institut für pädagogische Professionalisierung
AB Elementarpädagogik, Strassoldogasse 10/1, 8010 Graz, +43 316 380 - 8039

Ansprechperson **Deutschland:**

Fr. Karin Bahlo
Stadt Offenbach am Main
Eigenbetrieb Kindertagesstätten EKO
+49 06980652631

Vielen Dank für Ihre Teilnahme!

Diese Umfrage enthält 17 Fragen.

Einverständniserklärung

[] Wegen der Datenschutzgrundverordnung (DSGVO) benötigen wir von Ihnen eine Einverständniserklärung. Ihre Teilnahme an dieser Studie ist freiwillig. Der Fragebogen kann von Ihnen jederzeit und ohne Angabe von Gründen beendet werden.

Ich bin damit einverstanden, dass in diesem Forschungsprojekt Daten von mir aufgezeichnet und anonym gespeichert werden. Die von mir gemachten Angaben werden streng vertraulich behandelt und werden in anonymisierter Form ausschließlich für wissenschaftliche Zwecke verwendet und nicht an Dritte weitergegeben.

*

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ja, ich stimme der Einverständniserklärung zu und möchte an der Fragebogenerhebung teilnehmen.
- Nein, ich stimme der Einverständniserklärung nicht zu und möchte die Befragung abbrechen.

1. Interaktionsqualität allgemein

[]Bitte beschreiben Sie, was für Sie eine gute Interaktionsqualität zwischen pädagogischen Fachpersonen und Kindern ist.

Bitte geben Sie Ihre Antwort hier ein:

[]Welche Weiterbildungsinhalte wünschen Sie sich für ein spezielles Fort- und Weiterbildungsangebot im Fachbereich der Interaktionsqualität?

Bitte geben Sie Ihre Antwort hier ein:

2. Beziehungen unterstützen und aufbauen

[]
Besteht zu folgenden Themen, Ihrer Einschätzung nach ein Weiterbildungsbedarf?
Für die folgenden Fragen bitten wir Sie die Ihrer Meinung nach zutreffende jeweilige Bedarfsstufe bezüglich Fort- und Weiterbildungswünsche anzukreuzen.

*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	1	2	3	4
Peer-Beziehungen im Kita-Alltag begleiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regeln und gesellschaftliche Konventionen im Kita-Alltag.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feinfühlige Interaktionen mit Kindern gestalten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestaltung und Organisation des Tagesablaufs, den kindlichen Bedürfnissen anpassen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Den Kindern eine emotionale Unterstützung geben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotionsregulationsstrategien bei Kindern unterstützen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Konflikte unter Kindern begleiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bitte kreuzen Sie jeweils eindeutig eine der Zahlen zwischen 1 und 4 an:

- 1 = kein Weiterbildungsbedarf
- 2 = wenig Weiterbildungsbedarf
- 3 = hoher Weiterbildungsbedarf
- 4 = sehr hoher Weiterbildungsbedarf

[] Welche spezifischen Fort- und Weiterbildungsinhalte wünschen Sie sich zu den angeführten Themen:

Bitte geben Sie Ihre Antwort hier ein:

3. Entwicklungsanregende Komponente

[] Besteht zu folgenden Themen, Ihrer Einschätzung nach ein Weiterbildungsbedarf?

Für die folgenden Fragen bitten wir Sie die Ihrer Meinung nach zutreffende jeweilige Bedarfsstufe bezüglich Fort- und Weiterbildungswünsche anzukreuzen.

*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	1	2	3	4
Partizipation von Kindern im Kita-Alltag angemessen ermöglichen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anbieten von sinnlichen Bildungssituationen und haptischen Erfahrungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als Fachperson Impulse zur Weiterentwicklung der kindlichen Entwicklung setzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mit Kindern naturwissenschaftliche Vorgänge erforschen und entdecken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bitte kreuzen Sie jeweils eindeutig eine der Zahlen zwischen 1 und 4 an:

1 = kein Weiterbildungsbedarf

2 = wenig Weiterbildungsbedarf

3 = hoher Weiterbildungsbedarf

4 = sehr hoher Weiterbildungsbedarf

[] Welche spezifischen Fort- und Weiterbildungsinhalte wünschen Sie sich zu den angeführten Themen:

Bitte geben Sie Ihre Antwort hier ein:

4. Kommunikation und Sprache mit Kindern

[] Besteht zu folgenden Themen, Ihrer Einschätzung nach ein Weiterbildungsbedarf?

Für die folgenden Fragen bitten wir Sie die Ihrer Meinung nach zutreffende jeweilige Bedarfsstufe bezüglich Fort- und Weiterbildungswünsche anzukreuzen.

*

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	1	2	3	4
Mit Kindern gemeinsam geteilte Denkprozesse gestalten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alltägliche Situationen mit Kindern sprachlich begleiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mit Kindern Dialoge führen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anwendung von diversen Sprachstrategien (Fragen stellen, Redirect, Sprache modellieren, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bitte kreuzen Sie jeweils eindeutig eine der Zahlen zwischen 1 und 4 an:

- 1 = kein Weiterbildungsbedarf
- 2 = wenig Weiterbildungsbedarf
- 3 = hoher Weiterbildungsbedarf
- 4 = sehr hoher Weiterbildungsbedarf

[] Welche spezifischen Fort- und Weiterbildungsinhalte wünschen Sie sich zu den angeführten Themen:

Bitte geben Sie Ihre Antwort hier ein:

5. Allgemeine Angaben

[] In welchem Land sind Sie als pädagogische Fachkraft tätig? *

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Austria
- Italy
- Slovenia
- Portugal
- Hungary
- Germany

[] Was ist Ihr höchster Bildungsabschluss? *

Bitte geben Sie Ihre Antwort hier ein:

[] Wie alt sind Sie? *

In diesem Feld darf nur ein ganzzahliger Wert eingetragen werden.

Bitte geben Sie Ihre Antwort hier ein:

[] Welchem Geschlecht fühlen Sie sich zugehörig? *

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Weiblich
- Männlich
- Sonstiges

[] Wie viele Jahre arbeiten Sie als pädagogische Fachperson? *

In diesem Feld darf nur ein ganzzahliger Wert eingetragen werden.

Bitte geben Sie Ihre Antwort hier ein:

[] Wie viele Kinder besuchen Ihre Einrichtung?

In dieses Feld dürfen nur Zahlen eingegeben werden.

Bitte geben Sie Ihre Antwort hier ein:

[] Wie viele Kinder besuchen Ihre Gruppe? *

In dieses Feld dürfen nur Zahlen eingegeben werden.

Bitte geben Sie Ihre Antwort hier ein:

[] Wie viele KollegInnen umfasst Ihr Team, in Ihrer Gruppe?

In dieses Feld dürfen nur Zahlen eingegeben werden.

Bitte geben Sie Ihre Antwort hier ein:

Vielen Dank für das Ausfüllen dieses Fragebogens und Ihre Mühe!
08.03.2020 – 10:19

Übermittlung Ihres ausgefüllten Fragebogens:
Vielen Dank für die Beantwortung des Fragebogens.

Questionário online - QUALIMENTARY

Caro/a educador/a de infância/a

O seu interesse por este questionário é muito importante.

Se trabalha numa creche ou num jardim de infância, agradecemos que passe cerca de 10 a 15 minutos a responder a este questionário online. Interessa-nos sobretudo saber o que é importante para si no que diz respeito à qualidade da sua interação com as crianças e o(s) aspeto(s) em que considera necessitar de mais formação.

Este inquérito por questionário está a ser realizado em diferentes países europeus e faz parte do projeto Erasmus+ "Implementação de processos de desenvolvimento da qualidade em instituições de educação e cuidados para a infância"

Solicitamos que preencha o questionário seguinte, assinalando com uma cruz ou X a sua opinião, numa escala de quatro pontos.

Este inquérito por questionário é anónimo. Ao responder às perguntas, utilize apenas, por favor os botões "seguinte" ou "anterior" (no fundo do ecrã).

Se tiver algumas dúvidas sobre o estudo ou como preencher o questionário, contacte, por favor.

Luis Alberto Ribeiro & Cristina Mesquita

+ 35 1213827619, apei@apei.pt

Muito obrigada pela sua participação!

Existem 17 perguntas neste inquérito

Campo de preenchimento obrigatório do questionário online

[]

Devido a legislação sobre proteção de dados, é necessária uma declaração do seu consentimento. A sua participação é voluntária. Pode terminar de responder quando quiser, sem dar qualquer explicação.

Concordo que, neste projeto de investigação, os meus dados sejam registados e guardados anonimamente. As minhas respostas são confidenciais e destinam-se a ser utilizadas de forma anónima exclusivamente para fins de investigação, e não serão transmitidas a terceiros.

*

Por favor, selecione **apenas uma** das seguintes opções:

- Sim, concordo com a declaração de consentimento e desejo participar voluntariamente no inquérito por questionário.
- Não, eu concordo com o aval não entendo e quero cancelar a pesquisa.

1. Qualidade da Interação

[]

Pode, por favor, descrever-nos o que para si uma boa qualidade de interação entre o/a educador/a de infância e as crianças.

Por favor, escreva aqui a sua resposta:

[]

Especificamente, que conteúdo gostaria desenvolvidos numa formação sobre o conteúdo da qualidade das interações?

Por favor, escreva aqui a sua resposta:

2. Apoio e construção de relações

[]

Considera que os aspetos abaixo indicados necessitam de mais formação?

Relativamente aos aspetos abaixo indicados, solicita-se que assinale o nível de formação que considera ser necessário.

*

Por favor, seleccione uma resposta apropriada para cada item:

	1	2	3	4
Apoiar as relações entre crianças no dia a dia do grupo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regras e convenções sociais no grupo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construir relações de sensibilidade com as crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planear e organizar rotinas diárias adaptadas às necessidades das crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dar apoio emocional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promover emocional estratégias de regulação nas crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolver conflitos entre crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relativamente a estes aspetos, não é necessária mais formação ou há uma grande necessidade de mais formação
Assinale claramente os números entre 1 e 4:

- 1 = não há necessidade de mais formação
- 2 = há alguma necessidade de mais formação
- 3 = há bastante necessidade de mais formação
- 4 = há muita necessidade de mais formação.

Assinale claramente um dos números em cada aspeto.

[]

Concretamente, que mais formação seria necessária e que conteúdos gostaria que fossem abordados relativamente aos tópicos acima enumerados:

Por favor, escreva aqui a sua resposta:

3. Componente de estimulação do desenvolvimento

[]

Considera que os aspetos abaixo indicados necessitam de mais formação?

Relativamente aos aspetos abaixo indicados, solicita-se que assinale o nível de formação que considera ser necessário.

*

Por favor, selecione uma resposta apropriada para cada item:

	1	2	3	4
Garantir a participação adequada das crianças na orientação do dia-a-dia da instituição.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proporcionar situações de educação sensorial e experiências táteis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Como educador/a, impulsionar no desenvolvimento da criança, o desenvolvimento próximo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explorar e descobrir processos científicos com as crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relativamente a estes aspetos, não é necessária mais formação ou há uma grande necessidade de mais formação
Assinale claramente os números entre 1 e 4:

- 1 = não há necessidade de mais formação
2 = há alguma necessidade de mais formação
3 = há bastante necessidade de mais formação
4 = há muita necessidade de mais formação.

Assinale claramente um dos números em cada aspeto.

[] Concretamente, que mais formação seria necessária e que conteúdos gostaria que fossem abordados relativamente aos tópicos acima enumerados:

Por favor, escreva aqui a sua resposta:

4. Comunicação com as crianças

[]

Considera que os aspetos abaixo indicados necessitam de mais formação?

Relativamente aos aspetos abaixo indicados, solicita-se que assinale o nível de formação que considera ser necessário.

*

Por favor, selecione uma resposta apropriada para cada item:

	1	2	3	4
Planear processos de patilha sustentada de pensamento com as crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apoiar a linguagem das crianças nas situações do quotidiano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenha diálogos com crianças.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar diversas estratégias de desenvolvimento da linguagem (colocação de perguntas, reorientação, modelização do discurso, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relativamente a estes aspetos, não é necessária mais formação ou há uma grande necessidade de mais formação
Assinale claramente os números entre 1 e 4:

- 1 = não há necessidade de mais formação
- 2 = há alguma necessidade de mais formação
- 3 = há bastante necessidade de mais formação
- 4 = há muita necessidade de mais formação.

Assinale claramente um dos números em cada aspeto.

[] Concretamente, que mais formação seria necessária e que conteúdos gostaria que fossem abordados relativamente aos tópicos acima enumerados:

Por favor, escreva aqui a sua resposta:

5. Aspetos gerais

[] Em que país você trabalha? *

Por favor, selecione **apenas uma** das seguintes opções:

- Áustria
- Itália
- Eslovênia
- Portugal
- Hungria
- Alemanha

[] Assinale o seu nível mais elevado de escolaridade? *

Por favor, escreva aqui a sua resposta:

- 6.º ano de escolaridade
- 9.º ano de escolaridade
- 12.º ano de escolaridade
- Bacharelato
- Licenciatura
- Mestrado
- Outro (por favor, diga qual)

[] Quantos anos tem? *

Neste campo apenas pode ser introduzido um inteiro.

Por favor, escreva aqui a sua resposta:

[]A que género pertence? *

Por favor, selecione **apenas uma** das seguintes opções:

- feminino
- masculino
- outro

[]Há quantos anos trabalha como educador/a? *

Neste campo apenas pode ser introduzido um inteiro.

Por favor, escreva aqui a sua resposta:

[]Quantas crianças frequentam a sua instituição?

Neste campo só é possível introduzir números.

Por favor, escreva aqui a sua resposta:

[]Quantas crianças tem no seu grupo? *

Neste campo só é possível introduzir números.

Por favor, escreva aqui a sua resposta:

[]Quantos colegas fazem parte da sua equipa?

Neste campo só é possível introduzir números.

Por favor, escreva aqui a sua resposta:

Muito obrigada por ter completado o questionário e pelo seu esforço!
08/03/2020 – 10:19

Submeter o seu inquérito
Obrigado por ter concluído este inquérito.

Kérdőív-QUALIMENTARY

Tisztelt Óvodapedagógus/Csecsemő-és kisgyermeknevelő,

örülünk, hogy érdeklődik kérdőívünk iránt.

Amennyiben bölcsődében vagy óvodában dolgozik, és 10-15 percet rá tud szánni a kérdőív kitöltésére, kérjük, támogassa kutatásunkat! Elsősorban az érdekel minket, hogy az intézményében a gyermekek illetve gyermek-és felnőtt között zajló kommunikáció minőségével kapcsolatban mi fontos az Ön számára, továbbá, hogy milyen továbbképzést tartana fontosnak ezen a területen.

A kérdőívünket több európai országban kitöltetjük a „Minőségfejlesztési folyamatok megvalósítása az óvodában és bölcsődében“ projekt keretében.

Kérjük, töltsse ki a következő kérdőívet, kereszttel jelölve válaszait.

A kérdőíves vizsgálat névtelen. A válaszadás során a képernyő alján található fel-le billentyűt használja.

A kérdőíves vizsgálatához kapcsolódó kérdéseivel forduljon: dr. Klein Ágneshez vagy Pilczinger Annához.

Köszönjük együttműködését!

17 kérdés van ebben a kérdőívben

Einverständniserklärung

[]

Az adatvédelmi rendelet miatt szükségünk van egyetértési nyilatkozatára azzal kapcsolatban, hogy szabad elhatározásából vesz részt a kutatásban. A kérdőív kitöltését bármely időpontban, indokok megadása nélkül megszakíthatja.

Hozzájárulok, hogy az általam kitöltött kérdőívet a kutatási projekt keretében az általam megadott adatokkal, névtelenül megőrizzék. Az általam megadott adatokat szigorúan bizalmasan kezeljék és név nélkül kizárólag tudományos célokra használják, továbbá nem juttatják el más személyekhez.

*

Kérem, válasszon **egy**et az alábbiak közül:

- Igen, beleegyezek, és részt veszek a kérdőív kitöltésében.
- Nem értek egyet, és nem szeretnék részt venni a kérdőív kitöltésében.

1. Az interakció minősége általában

[] Nevezze meg, melyek a pedagógus és gyermek közötti hatékony kommunikáció ismérveit.

Kérem, írja ide a válaszát:

[]

Milyen továbbképzési tartalmakra tartana igényt a hatékony kommunikáció témakörben?

Kérem, írja ide a válaszát:

2. Kapcsolatok kiépítése, támogatása



Véleménye szerint van igény továbbképzésre az alábbi témákban?

Kérjük, jelölje kereszttel saját véleménye alapján a megfelelő négyzetben igényét továbbképzésre a megadott területeken. *

Kérem, jelöljön meg egy megfelelő választ minden felsorolt elem számára:

	1	2	3	4
A bölcsődés-/óvodáskorú gyermekek kapcsolatai egymáshoz a mindennapos tevékenységek során.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A gyermeki közösség zavartalan működésének szabályrendszere és az egyezmények betartása a mindennapokban intézményekben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Érzékeny interakciók kialakítása gyermekekkel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A gyermeki szükségletekhez igazodó napirend kialakítása és szervezése.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Az érzelemszabályozás (kialakításának) módszerei?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gyermekek érzelmi támogatása.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gyermekek közötti konfliktusok és kezelési technikák.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kérem, jelölje kereszttel továbbképzési igényét:

1 = nincs igényem továbbképzésre

2 = alacsony igényem továbbképzésre

3 = jelentős igényem továbbképzésre

4 = nagyon jelentős igényem van továbbképzésre

[] Milyen speciális továbbképzéseket javasol a fenti témákhoz kapcsolódóan:

Kérem, írja ide a válaszát:

3. Fejlődést erősítő komponensek

[]

Véleménye szerint van igény továbbképzésre az alábbi témákban?

Kérjük, jelölje kereszttel saját véleménye alapján a megfelelő négyzetben igényét továbbképzésre a megadott területeken.

*

Kérem, jelöljön meg egy megfelelő választ minden felsorolt elem számára:

	1	2	3	4
Gyermekek bevonása az óvoda/bölcsőde lehetőségeinek megfelelően a közös tevékenységekbe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A tapasztalati tanulás módszerei és lehetőségei, különös tekintettel a tapintás élményére.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A gyermeki fejlődés irányított támogatása.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MTermészettudományos ismeretszerzés gyermekekkel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kérem, jelölje kereszttel továbbképzési igényét:

1 = nincs igényem továbbképzésre

2 = alacsony igényem továbbképzésre

3 = jelentős igényem továbbképzésre

4 = nagyon jelentős igényem van továbbképzésre

[] Milyen speciális továbbképzéseket javasol a fenti témákhoz kapcsolódóan:

Kérem, írja ide a válaszát:

4. Kommunikáció és nyelv gyerekekkel

[]

Véleménye szerint van igény továbbképzésre az alábbi témákban?

Kérjük, jelölje kereszttel saját véleménye alapján a megfelelő négyzetben igényét továbbképzésre a megadott területeken.

*

Kérem, jelöljön meg egy megfelelő választ minden felsorolt elem számára:

	1	2	3	4
Közös gondolkodási folyamatok a gyermekkel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gyermekekkel közös szituációk nyelvi támogatása.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gyermekekkel párbeszéd folytatása.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Különböző nyelvi stratégiák alkalmazása (kérdések feltevése, nyelv modellezése, beszéd delegálása gyerekeknek etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kérem, jelölje kereszttel továbbképzési igényét:

1 = nincs igényem továbbképzésre

2 = alacsony igényem továbbképzésre

3 = jelentős igényem továbbképzésre

4 = nagyon jelentős igényem van továbbképzésre

[] Milyen speciális továbbképzéseket javasol a fenti témákhoz kapcsolódóan:

Kérem, írja ide a válaszát:

5. Általános kérdések

[]

Melyik országban dolgoznak?

*

Kérem, válasszon **egy**et az alábbiak közül:

- Ausztria
- Olaszország
- Szlovénia
- Portugália
- Magyarország
- Németország

[] **Legmagasabb iskolai végzettsége? ***

Kérem, írja ide a válaszát:

[] **Életkora? ***

Ebbe a mezőbe csak egész szám írható.

Kérem, írja ide a válaszát:

[] **Neme? ***Kérem, válasszon **egy**et az alábbiak közül:

- nő
- férfi
- egyéb

[]Munkatapasztalata? *

Ebbe a mezőbe csak egész szám írható.

Kérem, írja ide a válaszát:

[]Hány gyermek van az intézményében?

Csak számokat írhat ebbe a mezőbe!

Kérem, írja ide a válaszát:

[]Hány gyermek van a csoportjában? *

Csak számokat írhat ebbe a mezőbe!

Kérem, írja ide a válaszát:

[]Hány kolléganővel dolgozik a csoportjában?

Csak számokat írhat ebbe a mezőbe!

Kérem, írja ide a válaszát:

Köszönjük a kérdőív kitöltésében nyújtott segítségét, idejét és fáradtságát!
2020-03-08 – 10:19

Kérdőív elküldése.
Köszönjük, hogy kitöltötte a kérdőívet.

SPLETNI VPRAŠALNIK - QUALIMENTARY

Spoštovani,

Veseli nas, da ste pripravljeni sodelovati v naši raziskavi. Z vprašalnikom, ki je namenjen vam - strokovnim delavcem v vrtcih – želimo izvedeti, kaj za vas predstavlja kakovostno interakcijo z otroki ter na katerih področjih, vezanih na interakcije, čutite, da bi potrebovali nadaljnje izobraževanje in usposabljanje. Izpolnjevanje vam bo vzelo 15-20 minut.

Vprašalnik smo razvili v sklopu mednarodnega Erasmus+ projekta »Implementation of quality development processes in early years education and care institutions« (Implementacija kakovostnih razvojnih procesov v vrtcu).

Vprašalnik je anonimen. Prosimo, da vsak vaš odgovor označite z X na 4-stopenjski lestvici. Na spodnji strani zaslona boste videli ikoni »naprej« in »nazaj«, ki ju uporabljajte med reševanjem vprašanj.

Če imate glede izpolnjevanja vprašalnika kakršnakoli vprašanja, se lahko obrnete na Center za kakovost v vzgoji in izobraževanju Korak za korakom (Pedagoški inštitut): korakzakorakom@pei.si ali 01/429-20-20.

Zahvaljujemo se vam za sodelovanje

V tej anketi je 17 vprašanj

Obvezno označite pred začetkom izpolnjevanja vprašalnika

[]

Zaradi varstva osebnih podatkov vas prosimo, da spodaj označite svoje soglasje z izpolnjevanjem vprašalnika. Sodelovanje je prostovoljno. Izpolnjevanje lahko brez pojasnjevanja prekinete kadarkoli.

IZJAVA: Strinjam se, da se bodo moji podatki v raziskavi beležili in hranili ter ostali anonimni. Vsi navedeni podatki bodo ostali strogo zaupni, uporabljeni bodo zgolj v znanstvene namene in ne bodo posredovani tretjim osebam. Anonimnost bo zagotovljena.

*

Prosimo, izberite **samo eno** izmed možnosti:

- Da, strinjam se z izjavo in želim sodelovati v raziskavi z izpolnjevanjem vprašalnika.
- Ne, ne strinjam se z izjavo in želim zaključiti z izpolnjevanjem vprašalnika.

1. Kakovost interakcij

[]

Prosimo, opišite, kaj za vas predstavlja kakovostno interakcijo med strokovnimi delavci in otroki v vrtcu?

Vpišite vaš odgovor:

[]

Prosimo, navedite konkretne teme na področju zagotavljanja kakovostnih interakcij, za katere se vam zdi, da bi potrebovali nadaljnje izobraževanje in usposabljanje.

Vpišite vaš odgovor:

2. Podpora in vzpostavljanje odnosov

[]

Se vam zdi, da bi za sledeča področja potrebovali nadaljnje usposabljanje?

S sledečimi vprašanji želimo izvedeti, v kolikšni meri je po vašem mnenju potrebno nadaljnje usposabljanje.

Prosimo, da za vsako temo označite potrebo po nadaljnjem usposabljanju.

*

Prosimo, izberite primeren odziv za vsako trditev:

	1	2	3	4
Vzpostavljanje odnosov med vrstniki v vrtcu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pravila v vrtcu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vzpostavljanje toplih in skrbnih interakcij z otroki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oblikovanje in organiziranje dnevne rutine, ki izhaja iz otrokovih potreb.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zagotavljanje čustvene podpore otrokom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podpora razvoju otrokove samoregulacije.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reševanje konfliktov med otroki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 = nobene potrebe po nadaljnjem usposabljanju

2 = majhna potreba po nadaljnjem usposabljanju

3 = velika potreba po nadaljnjem usposabljanju

4 = zelo velika potreba po nadaljnjem usposabljanju

[] Katere konkretne teme nadaljnjega izobraževanja in usposabljanja bi še želeli dodati na zgornji seznam?

Vpišite vaš odgovor:

3. Oblikovanje spodbudnega okolja

[]

Se vam zdi, da bi za sledeča področja potrebovali nadaljnje usposabljanje?

S sledečimi vprašanji želimo izvedeti, v kolikšni meri je po vašem mnenju potrebno nadaljnje usposabljanje.

Prosimo, da za vsako temo označite potrebo po nadaljnjem usposabljanju.

*

Prosimo, izberite primeren odziv za vsako trditev:

	1	2	3	4
Omogočanje participacije otrok v vsakodnevnih dejavnostih vrtca.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Omogočanje senzornih izkušenj in dejavnosti učenja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strokovni delavec kot podpora otroku v območju bližnjega razvoja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raziskovanje in spoznavanje znanstvenih procesov z otroki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 = nobene potrebe po nadaljnjem usposabljanju

2 = majhna potreba po nadaljnjem usposabljanju

3 = velika potreba po nadaljnjem usposabljanju

4 = zelo velika potreba po nadaljnjem usposabljanju

[] Katere konkretne teme nadaljnega izobraževanja in usposabljanja bi še želeli dodati na zgornji seznam?

Vpišite vaš odgovor:

4. Komunikacija z otroki

[]

Se vam zdi, da bi za sledeča področja potrebovali nadaljnje usposabljanje?

S sledečimi vprašanji želimo izvedeti, v kolikšni meri je po vašem mnenju potrebno nadaljnje usposabljanje.

Prosimo, da za vsako temo označite potrebo po nadaljnem usposabljanju.

*

Prosimo, izberite primeren odziv za vsako trditev:

	1	2	3	4
Omogočanje otrokom, da skupaj razmišljajo, rešujejo probleme, razjasnjujejo pojme ipd.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nudenje jezikovne podpore otrokom v vsakodnevnih situacijah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vzpostavljanje dialoga z otroki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uporaba različnih strategij za razvoj jezika (vprašanja, ki spodbujajo razvoj jezika ipd.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 = nobene potrebe po nadaljnem usposabljanju

2 = majhna potreba po nadaljnem usposabljanju

3 = velika potreba po nadaljnem usposabljanju

4 = zelo velika potreba po nadaljnem usposabljanju

[]

Katere konkretne teme nadaljnjega izobraževanja in usposabljanja bi še želeli dodati na zgornji seznam?

Vpišite vaš odgovor:

5. Splošne informacije

[]V kateri državi delate? *

Prosimo, izberite **samo eno** izmed možnosti:

- Avstrija
- Italija
- Slovenija
- Portugalska
- Madžarska
- Nemčija

[]Stopnja vaše izobrazbe: *

Vpišite vaš odgovor:

[]Vaša starost? *

Only an integer value may be entered in this field.

Vpišite vaš odgovor:

V to polje lahko vnašate le številke.

[]Spol? *

Prosimo, izberite **samo eno** izmed možnosti:

- Ženski
- Moški
- Drugo

Prosimo, izberite **samo eno** izmed možnosti

[]Koliko let izkušenj imate kot strokovni delavec v vrtcu? *

Only an integer value may be entered in this field.

Vpišite vaš odgovor:

V to polje lahko vnašate le številke.

[]Koliko otrok je vpisanih v vaš vrtec?

V to polje lahko vnašate le številke.

Vpišite vaš odgovor:

[]Koliko otrok je v vašem oddelku? *

V to polje lahko vnašate le številke.

Vpišite vaš odgovor:

[]Koliko strokovnih delavcev je v vašem oddelku?

V to polje lahko vnašate le številke.

Vpišite vaš odgovor:

Zahvaljujemo se za vaš trud pri izpolnjevanju vprašalnika!
8.3.2020 – 10:19

Pošlji anketo.
Najlepša hvala za sodelovanje v anketi.

Implementazione dei processi di sviluppo della qualità nelle strutture di educazione e cura dei bambini - Progetto Qualimentary

Scegliere una delle seguenti opzioni

Sì, accetto la dichiarazione di consenso e vorrei partecipare al sondaggio del questionario.

No, non accetto la dichiarazione di consenso e desidero annullare il sondaggio.

Può descrivere in cosa consiste per lei una buona qualità dell'interazione tra i professionisti della prima infanzia e i bambini?

In particolare, quali ulteriori contenuti nell'ambito della qualità dell'interazione tra educatore e bambino le piacerebbe approfondire con i percorsi di formazione?

Nelle seguenti affermazioni, le chiediamo quanto lei crede sia importante e necessaria ricevere un'ulteriore formazione.

Spuntare chiaramente da 1 a 4 dove: 1 = nessuna necessità di ulteriore formazione; 2 = poca necessità di ulteriore formazione; 3 = alta necessità di ulteriore formazione; 4 = elevata necessità di ulteriore formazione;

	1	2	3	4
Accompagnare le relazioni tra pari nella cura quotidiana dei bambini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regole e convenzioni sociali nella cura quotidiana dei bambini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creare interazioni empatiche con i bambini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progettare e organizzare una routine quotidiana adatta alle esigenze del bambino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fornire ai bambini un supporto emotivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportare lo sviluppo di strategie di regolazione nei bambini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accompagnamento nella gestione dei conflitti tra bambini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In particolare, quali ulteriori contenuti di istruzione e formazione le piacerebbe vedere tra gli argomenti elencati?

Nelle seguenti affermazioni, le chiediamo quanto lei crede sia importante e necessaria ricevere un'ulteriore formazione.

Spuntare chiaramente da 1 a 4 dove: 1 = nessuna necessità di ulteriore formazione; 2 = poca necessità di ulteriore formazione; 3 = alta necessità di ulteriore formazione; 4 = elevata necessità di ulteriore formazione;

1 2 3 4

Consentire una partecipazione
appropriata dei bambini alla
gestione quotidiana delle attività

Offrire esperienze sensoriali e
attività di apprendimento

Come professionista della prima
infanzia dare impulsi per
sostenere lo sviluppo progressivo
del bambino

Esplorare e scoprire i processi
scientifici con i bambini

In particolare, quali ulteriori contenuti di istruzione e formazione le piacerebbe vedere tra gli argomenti elencati?

Nelle seguenti affermazioni, le chiediamo quanto lei crede sia importante e necessaria ricevere un'ulteriore formazione.

Spuntare chiaramente da 1 a 4 dove: 1 = nessuna necessità di ulteriore formazione; 2 = poca necessità di ulteriore formazione; 3 = alta necessità di ulteriore formazione; 4 = elevata necessità di ulteriore formazione;

1



2



3



4



Ideare dei processi di
condivisione del pensiero con i
bambini

Interagire con i bambini nelle
situazioni quotidiane e dialogare
a lungo con loro

Condurre dialoghi con i bambini

Applicazione di varie strategie
linguistiche (domande per

promuovere la lingua, correggere
la lingua, modellare la lingua,
etc.)

**In particolare, quali ulteriori contenuti di istruzione e formazione
le piacerebbe vedere tra gli argomenti elencati?**

Titolo di studio più alto

Età

Genere

Da quanti anni lavora come Educatore della prima infanzia?

Quanti bambini frequentano il suo istituto?

Quanti bambini ci sono nella sua classe?

Quanti colleghi ci sono nel suo gruppo?

[Crea Sondaggi & Questionari Gratuiti Online \(/it/?](#)

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