



Questionnaire ETEIP- Knowledge and understanding

Support to reflect on details in the practices

Use this questionnaire as a support in your reflection about teaching. Firstly on your own and later in the work team to discuss, reflect and develop teaching and key ideas in your preschool.

1. Background

- a) Age of children
- b) Classroom size.....
- c) Number of teachers.....
- d) Opening time between and
- e) Working hours/week.....

2. Education

- a) College education years.....
- b) Upper secondary school education years.....
- c) Primary school education years.....

3. Teaching

- a) How do you define teaching in preschool?
.....
- b) How do you use the curriculum?
.....
- c) How much of the day do you teach children?
min., 1 hour a day, 2 hours a day, 3 hours a day, 4 hours a day, all day, other?
- d) In which time of the day do you teach children?
.....
- e) Planned situations/activities? Give some examples.
.....
.....
- f) Spontaneous situations? Give some examples.
.....
.....
- g) Which strategies/methods are used?
.....
.....

4. The child's perspective

- a) To what degree are children given the opportunity to influence teaching?
Always Often Sometimes Rarely/Seldom? Never
- b) Do you have the necessary time to listen to the children?
Always Often Sometimes Rarely Never



- c) How do you gain knowledge of children's/the child's interests?
From parents
From child
From artefacts
Observations
Colleagues
Play

- d) To what degree do you have knowledge of children's interests?
All children Most of the children Half of the children Some of the children None of the children

- e) How do you gain knowledge of the child's understanding?
From parents
From child
From artefacts
Observations
Colleagues

5. Environment and materials

- a) The children have access to nature
Always Often Sometimes Rarely Never
- b) Describe the premises for teaching /play indoors (indoor activities?) e.g. 1 big room, 2 small rooms
- c) How do you use the indoor environment in teaching? Special affordances, corners?
.....

- d) Describe the premises for teaching /play outdoors (outdoor activities?).
.....

- e) How do you use the outdoor environment in teaching? Special affordances, corners?
.....
.....

- f) To what degree do you have the opportunity to influence the indoor environment?
Always Often Sometimes Rarely Never
Or, and.....

- g) To what degree do you have the opportunity to influence the outdoor environment?
Always Often Sometimes Rarely Never
Or, and.....

- h) To what degree do children have the opportunity to influence the indoor environment?
Always Often Sometimes Rarely Never
Or, and.....

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- i) To what degree do children have the opportunity to influence the environment outdoors?
Always Often Sometimes Rarely Never
Or, and.....
- j) To what degree can children choose the material they want to use indoors?
Always Often Sometimes Rarely Never
Or, and.....
- k) To what degree can children choose the material they want to use outdoors?
Always Often Sometimes Rarely Never
Or, and.....

l) What gender-coded material for girls do you have?

.....
m) What gender-coded material for boys do you have?
.....

6) Values and ethos in teaching

- a) What basic values (approach) are important in teaching?
.....
- b) How do you relate to gender / gender equality?
.....
- c) How often are girls and boys treated depending on gender?
Always Often Sometimes Rarely Never
Or,
and.....
- l) What approach (s) is important to fulfill children's needs and activities?
.....
- m) What democratically principles are important in teaching? Rank the following principles
Respect
Power
Control
Equality
Rights
Needs
Responsibility
Caring
Rules
Safeness (security)

Options

7) Tuition of students

- a) What is of importance in introducing preschool students in child care/preschool?
.....



To what degree are the following items important in tutoring

- b) Proven experience (beprövad erfarenhet)
Very important important of some importance less important unimportant
Or, and.....

- c) Research-based education (scientificity)
Very important important of some importance less important unimportant
Or, and.....

- d) Guiding/tutorial
Very important important of some importance less important unimportant
Or, and.....

- e) Making demands
Very important important of some importance less important unimportant
Or, and.....

- f) Being the one who knows how
Very important important of some importance less important unimportant
Or, and.....

- g) Being the one who knows best
Very important important of some importance less important unimportant
Or, and.....

- h) Do you have the time needed to tuture/reflect together with preschool students?
Always Often Sometimes Rarely Never
Or, and.....