



*Kids in Taiwan: National Longitudinal Study of Child Development & Care*  
(Funded by Ministry of Science and Technology)  
Center for Educational Research and Evaluation & Department of Human  
Development and Family Studies, National Taiwan Normal University

**2019**  
**New**  
**Edition**

## **Educarer Questionnaire**

Dear childcare providers, teachers, and babysitters,

Hello! We, the research team of the "Kids in Taiwan: National Longitudinal Study of Child Development and Care" (KIT), are truly grateful that you have agreed to your child's participation in this research project and your assistance in filling out this questionnaire.

The purpose of this questionnaire is to learn more about children's health, their cognitive, language, social emotional, and motor development, as well as their home and childcare environment, quality, and experiences. Because the items of this questionnaire were designed for children across a range of ages, please do not worry if you find your child unable to do something described by an item of the questionnaire. In order for us to gain a complete and accurate understanding of your child's development, please answer these questions with patience and answer all questions if possible. Please note that all personnel involved with this research project will strictly abide by the regulations stated in the non-disclosure agreement. Personal information about our research participants will never be disclosed. Please do not worry.

The research team would like to thank you once again for participating in this important research project and send you our best regards.

Sincerely yours,

KIT Research Team

Child No. \_\_\_\_\_

Interviewer No. \_\_\_\_\_

Date of interview: \_\_\_\_\_ year \_\_\_\_\_ month \_\_\_\_\_ day

# Educarer Questionnaire (for children aged 0 ~ 6 years) – Preschool Educarer Version

Child No.: \_\_\_\_\_ (To be filled out by this project)      Child's name: \_\_\_\_\_  
Child's age in months: \_\_\_\_\_ month(s) old      Child's gender: \_\_\_\_\_  
Date of interview: \_\_\_\_\_

## I. Basic information for preschool educarers (If you are a nanny or work at a nursery care center, please skip this part.)

Name of educarer: \_\_\_\_\_      Gender of educarer: \_\_\_\_\_  
Name of the preschool you work for: \_\_\_\_\_      Name of the class you teach: \_\_\_\_\_  
Location of the preschool: \_\_\_\_\_ County/City \_\_\_\_\_ Town/Township/City/District

1. You have been a preschool educarer for \_\_\_\_\_ year(s).
2. You were born in \_\_\_\_\_ (year).
3. Type of the institution you currently work for:  
 ① Public       ② Private       ③ subsidized public preschool (public-private collaborated)  
Licensing status of the institution:  
 ① licensed       ② not yet licensed
4. What certificate/license do you have: [multiple responses are allowed]  
 ① Preschool teacher certificate  
 ② Preschool educarer qualification  
 ③ Assistant preschool educarer qualification  
 ④ Other qualification (please specify \_\_\_\_\_)  
 ⑤ None (if check this option, stop here).
5. Current number of children under your care: \_\_\_\_\_; current number of educarer co-care with you: \_\_\_\_\_

## Educare Questionnaire (for children aged 0 ~ 2 years) – Nursery Care Center Version

Child No.: \_\_\_\_\_ (To be filled out by this project)      Child's name: \_\_\_\_\_

Child's age in months: \_\_\_\_\_ month(s) old      Child's gender: \_\_\_\_\_

Child No.: \_\_\_\_\_ (To be filled out by this project)

Child's age in months: \_\_\_\_\_ month(s) old

### I. Basic information for nursery care center educator (If you are a preschool educator or a nanny, please skip this part.)

Name of the educator: \_\_\_\_\_

Gender of the educator: \_\_\_\_\_

Name of the nursery care center you work for: \_\_\_\_\_

Name of the class under your care: \_\_\_\_\_

Location of the center: \_\_\_\_\_ County/City \_\_\_\_\_ Town/Township/City/District

1. You have \_\_\_\_\_ year(s) of experience in caring for children under 3 years age (including 3- year-olds).

4. What childcare professional qualifications do you have: [multiple responses are allowed]

- ① Technician Certificate of Child Care Provider
- ② Graduated from senior high school with a child-care related major (e.g., childcare, home economics, and nursing).
- ③ Preschool educator qualification
- ④ Assistant preschool educator qualification
- ⑤ Completed professional training courses for childcare providers and received a certificate

5. Current number of children under your care: \_\_\_\_\_; current number of educator co-care with you: \_\_\_\_\_

## Educarer Questionnaire (for children aged 0 ~ 6 years) – Nanny Version

Child No.: \_\_\_\_\_ (To be filled by this project) Child's name: \_\_\_\_\_

Child's age in months: \_\_\_\_\_ month(s) old Child's gender: \_\_\_\_\_

Child No.: \_\_\_\_\_ (To be filled by this project)

Child's age in months: \_\_\_\_\_ month(s) old

### I. Basic information of the nanny (If you are a preschool educarer or a nursery care center educarer, please skip this part.)

Name of nanny: : \_\_\_\_\_

Gender of nanny: : \_\_\_\_\_

Home location: \_\_\_\_\_ County/City \_\_\_\_\_ Town/Township/City/District

1. You have \_\_\_\_\_ year(s) of experience in caring for children under 3 years age (including 3- year-olds).
2. You were born in \_\_\_\_\_ (year).
3. What childcare professional qualifications do you have? [multiple responses are allowed]
  1. You have \_\_\_\_\_ year(s) of experience in caring for children under 3 years age (including 3- year-olds).
4. What childcare professional qualifications do you have: [multiple responses are allowed]
  - ① Technician Certificate of Child Care Provider
  - ② Graduated from senior high school with a childcare related major (e.g., childcare, home economics, and nursing).
  - ③ Completed professional training courses for childcare providers and received a certificate
  - ④ None of the above
4. Have you registered your childcare service with a county/city authority?
  - ① Yes
  - ② No
5. Current number of children under your care: \_\_\_\_\_; current number of adults who interact with the child at home (e.g., play, talk, feed, hold): \_\_\_\_\_.

## II. Activities, courses, and teaching

1. In your opinion, what is the most important thing for children to learn at this age? [multiple responses are allowed]

Please check no more than 3 options, and prioritize the checked options with 1, 2, and 3, where 1 represents the most important, 2 represents the second important, and 3 the third important.

- ① Physical health
- ② Self-care skills
- ③ Communication skills
- ④ Habits and routines
- ⑤ Positive mental attitude (e.g., sympathy, empathy, self-confidence, happiness, and positivity)
- ⑥ Emotional control
- ⑦ Interpersonal relationships (e.g., cooperation and being a part of a team)
- ⑧ Cognitive skills (e.g., reading, writing, basic number concepts, color, shape, and sequences)
- ⑨ Learning attitudes and habits
- ⑩ Moral conduct
- ⑪ Reading skills
- ⑫ Body movement and coordination
- ⑬ Other (please specify: \_\_\_\_\_)

2. When you need help at work, do you feel you received sufficient amount of help?

- ① Insufficient       ② Somewhat insufficient       ③ Somewhat sufficient       ④ Sufficient

3. Would you say your co-educarers' philosophy of caring and early childhood education is consistent with your philosophy?

- ① Inconsistent       ② Somewhat inconsistent       ③ Somewhat consistent       ④ Consistent  
 ⑤ There is no one working with me.

4. This section is about how often you provide children with the specified activity in class. For each item, please check the option that best fits your condition.

Note:

1. For an activity to be qualified for "one time", it must last for at least 30 minutes.
2. If the child is too young for the activity specified, check "never provided" for that item.

No.	Activity	Never provided	Less than once per week	Once or twice a week	3~4 times a week	5~6 times a week	7 times or more a week (more than once per day)
1	Reading stories to children (without looking at books)	1	2	3	4	5	6
2	Providing time and props for dramatic play (e.g., housekeeping props, dress up clothes, role play, toy figures)	1	2	3	4	5	6
3	Listening and singing finger rhymes or nursery rhymes	1	2	3	4	5	6
4	Reading picture books with children	1	2	3	4	5	6
5	Providing activities on counting, math/number, color and shape	1	2	3	4	5	6
6	Providing activities on sequencing, sorting, comparing, and measuring.	1	2	3	4	5	6
7	Providing words, patterns, signs or symbols commonly seen in daily life	1	2	3	4	5	6
8	Teaching or offering opportunities to learn English or other foreign languages	1	2	3	4	5	6
9	Providing opportunities for children to play games/toys with rules with other children (e.g., puzzles, Monopoly, poker game, or "Peekaboo! I see you")	1	2	3	4	5	6
10	Watching educational TV programs or video, or using educational computer softwares.	1	2	3	4	5	6
11	Learning Mandarin phonetic symbols	1	2	3	4	5	6
12	Doing movement/dance activities, or music activities (e.g., dancing to music)	1	2	3	4	5	6
13	Providing gross motor activities (e.g., ball play, running)	1	2	3	4	5	6
14	Providing fine-motor activities (e.g., cutting and pasting, folding papers, building small blocks, stringing beads, or molding clay)	1	2	3	4	5	6

No.	Activity	Never provided	Less than once per week	Once or twice a week	3~4 times a week	5~6 times a week	7 times or more a week (more than once per day)
15	Checking and taking actions to ensure the safety of the equipment and facilities before the onset of activities.	1	2	3	4	5	6
16	Providing opportunities for children to choose his/her own play activities.	1	2	3	4	5	6
17	Introducing logical relationships (e.g., cause and effect, same/different, sorting), using concrete experiences, and letting children explain their reasoning.	1	2	3	4	5	6

### III. Learning environment

**For the following items, check the option that best fits your work setting.**

- 1 = “Strongly disagree”, meaning providing only a few (three or less) of the materials described in the item, **and** rarely let children use the materials (e.g., only at transition time).
- 2 = “Disagree”, meaning providing only a few (three or less) of the materials described in the item, **or** let the child use the materials occasionally (e.g., once or twice a week).
- 3 = “Agree”, meaning providing many (three or more) of the materials described in the item, **and** let children use the materials from time to time (e.g., three or four days a week).
- 4 = “Strongly agree”, meaning providing many (three or more) of the materials described in the item, **and** let children use the materials every day.

No.	Item	Strongly disagree	Disagree	Agree	Strongly agree
1	Providing various writing materials and tools (e.g., different types of paper, pens, and stamps)	1	2	3	4
2	Frequent display of visible texts in the learning environment (e.g., signs, object names, or the child’s name)	1	2	3	4
3	Providing various types of math/numeracy materials (e.g., materials for numbers, shapes, classification, matching, comparing; can be books, nursery rhymes, or teacher-made materials).	1	2	3	4

No.	Item	Strongly disagree	Disagree	Agree	Strongly agree
4	Providing various types of nature materials (e.g., insects, stones, shells, leaves, lifelike toy animals, plants, pets, fish tanks, etc.), and science equipment or materials (e.g., magnifiers, magnets, measuring cups, posters/pictures of animals and plants, etc.)	1	2	3	4
5	Providing various types of small building toys or materials (e.g., interlocking blocks, such as snowflakes, Legos, shape blocks, and accessories).	1	2	3	4
6	Providing a variety of dramatic play materials and space (e.g., hand puppets, cloth, dress-up clothes, shoes, props, toy accessories, playset toys, and play space).	1	2	3	4
7	Providing various types of art materials (e.g., crayons, paint brushes, color pens, paints, tools for cutting and pasting, carpentry, 3-dimensional art materials, various types of paper, bottles and cans, art books/pictures, etc.)	1	2	3	4
8	Providing various types of materials for different fine motor skills (e.g., grabbing, twisting, cutting, sewing, piecing together, squeezing, stringing, nailing, etc.).	1	2	3	4
9	Providing many types of gross motor equipment for indoor or outdoor use (e.g., balance, swings, slides, climbing equipment, different sizes of balls, tricycles, bicycles, etc.).	1	2	3	4
10	Providing sufficient indoor space for play (to allow for multiple types of indoor play to occur at the same time), and materials are well stored and well organized.	1	2	3	4
11	Providing soft objects (e.g., plush pillows, cushions, stuffed animals, etc.) and cozy areas for relaxation.	1	2	3	4
12	Providing accessible space for privacy that can be used freely by the child (a separate space protected from intrusion by others).	1	2	3	4
13	Providing enough building blocks (e.g., wooden blocks, plastic blocks, soft blocks, large/small interlocking blocks, cardboard, paper boxes, etc.) and enough accessories (e.g., toy figures, animals, cars, and signs) for use and play.	1	2	3	4
14	Providing various types of toys or tools for sand and water play (e.g., containers, shovels, spoons, pots and pans, toy animal molds, toy trucks, etc.).	1	2	3	4
15	Providing whole-group activities most of the day.	1	2	3	4



#### IV. Upbringing

For each item, please select the option that best reflects your opinion about how a child should be taught.

1 = "Strongly disagree", meaning you disagree 90%~100% with what the item describes.

2 = "Disagree", meaning you disagree 60%~80% with what the item describes.

3 = "Agree", meaning you agree 60%~80% with what the item describes.

4 = "Strongly agree", meaning you agree 90%~100% with what the item describes.

No.	Item	Strongly disagree	Disagree	Agree	Strongly agree
1	The adult's scolding or criticism helps the child improve.	1	2	3	4
2	The child should be punished when he/she is disobedient.	1	2	3	4
3	The adult should tell the child to feel ashamed when he/she misbehaves.	1	2	3	4
4	An adult should feel ashamed if the child misbehaves when they go out.	1	2	3	4
5	The adult should teach the child to get better and better, as a way to help the child improve.	1	2	3	4
6	The child's high academic achievement is the basis for the adult's sense of accomplishment.	1	2	3	4

#### V. Teacher-student relationship

For each item, please select the option that best reflects your opinion about how the relationship between you and the child should be.

1 = "Strongly disagree", meaning you disagree 90%~100% with what the item describes.

2 = "Disagree", meaning you disagree 60%~80% with what the item describes.

3 = "Agree", meaning you agree 60%~80% with what the item describes.

4 = "Strongly agree", meaning you agree 90%~100% with what the item describes.

No.	Item	Strongly disagree	Disagree	Agree	Strongly agree
1	When I talk to the child, the child should look at me attentively.	1	2	3	4
2	When I point out the child's mistakes, he/she must not talk back.	1	2	3	4

No.	Item	Strongly disagree	Disagree	Agree	Strongly agree
3	When I scold the child, he/she must not wear a long face (or give a dirty look).	1	2	3	4
4	The child should obey all the rules I set.	1	2	3	4
5	All my demands are in the best interest of the child, so the child should repay me when he/she grows up.	1	2	3	4
6	The child should be thankful for what I have done for him/her.	1	2	3	4

## Part II: Childcare Survey

### I. Childcare Survey

1. How much time per day does this child spend at the childcare setting?

\_\_\_\_\_ hour(s) per day on average, from hh:mm to hh:mm (24-hour format)

(e.g., 0740 for 7:40am and 1830 for 6:30pm)

2. When you talk to the child, what language do you usually speak? (multiple responses are allowed)

- ① Mandarin     
 ② Minnan     
 ③ Hakka     
 ④ An indigenous dialect     
 ⑤ English language  
 ⑥ Other (please specify \_\_\_\_\_)

3. On average, how much time each day does the child spend on watching TV (including all kinds of recorded media, such as DVDs) here?

- ① None     
 ② Less than 0.5 hour     
 ③ 0.5~1 hour     
 ④ 1~1.5 hours  
 ⑤ 1.5~2 hours     
 ⑥ 2~2.5 hours     
 ⑦ 2.5~3 hours     
 ⑧ 3~3.5 hours  
 ⑨ 3.5~4 hours     
 ⑩ 4~4.5 hours     
 ⑪ 4.5~5 hours     
 ⑫ More than 5 hours

4. In your opinion, how easy is it to take care of /teach the child?

- ① Very hard     
 ① Somewhat hard     
 ① Somewhat easy     
 ① Very easy

### II. Teacher-child interactions

For each item, please select the most appropriate option based on your associations with the child in the **past 3 months**.

1 = "Rarely", meaning never or less than once a week.

2 = "Sometimes", meaning once or twice a week.

3 = "Often", meaning three or four times a week.

4 = "Very often", meaning five to seven times a week.

No.	Item	Rarely	Sometimes	Often	Very often
1	I know the child's interests and abilities and use this information in my interaction with him/her or in designing activities for him/her.	1	2	3	4
2	I change my schedule to accommodate the needs of the child.	1	2	3	4
3	On busy and chaotic days, I am more irritable and less patient if the child misbehaves or gets into trouble.	1	2	3	4
4	When the child is involved in play, I pay attention to what he/she is doing, and give help when needed (e.g., providing materials, helping the child complete a difficult task).	1	2	3	4
5	I listen closely to what the child says and respond to him/her positively.	1	2	3	4
6	When speaking to the child, I elaborate on his/her words or encourage him/her to say more.	1	2	3	4
7	I talk to the child about things or events that happened in the past (e.g., a trip we went on together or how it was on his/her first day at the preschool/nursery care center/nanny's residence).	1	2	3	4
8	I help the child communicate or interact with other children (either initiated by the child or initiated by other children.)	1	2	3	4
9	When the child run into conflict with other child(ren), I help him/her understand other people's perspectives.	1	2	3	4
10	I can teach the child well.	1	2	3	4

### III. Family-childcare center relationship

#### 1. Family-childcare center relationship

For each item, please select the option that best reflects your actual experiences in interacting with the child's parents.

1 = "Strongly disagree", meaning you 90%~100% disagree with what the item describes.

2 = "Disagree", meaning you 60%~80% disagree with what the item describes.

3 = "Agree", meaning you 60%~80% agree with what the item describes.

4 = "Strongly agree", meaning you 90%~100% agree with what the item describes.

No.	Item	Strongly disagree	Disagree	Agree	Strongly agree
1	The child's parents care about me.	1	2	3	4
2	The child's parent lets me know that I am a good educarer/nanny.	1	2	3	4
3	The child's parent appreciates the efforts I put in to care and educate the child.	1	2	3	4
4	The child's parent provides me with information regarding the child's learning at home.	1	2	3	4
5	The child's parents accept my suggestions regarding child rearing. .	1	2	3	4

## 2. Roles and responsibilities

This section is about who is primarily responsible for the tasks specified below. Please check the option that best fits your opinion. [choose only one option]

No.	Item	The child's parent	The educarer	The child's him/herself
1	Making sure that the child reviews what he/she learned at the childcare setting and making sure he/she understands what was taught.	1	2	3
2	Helping the child learn to control his/her emotions.	1	2	3
3	Identifying what the child is most interested in learning.	1	2	3
4	Ensuring good communication between home and the childcare setting.	1	2	3
5	Making sure that the child's learning environment is safe.	1	2	3
6	Making sure that the child is getting the support he/she needs to do his/ her best at the childcare setting.	1	2	3
7	Making sure the child has an adult to talk to in the childcare setting.	1	2	3
8	Making sure that the child has good relationships with his or her peers.	1	2	3

IV. How often do you feel or do the following?

No.	Item	Often	Sometimes	Seldom	Never
1	There is fun in my life.				
2	I am happy.				
3	I feel like taking advantage of others.				
4	I am envious of others' good fortune.				
5	I gossip about others.				

----- Thank you for completing the survey! -----

