KYSELYLOMAKE: FSD3438 CHILD-UP: PÄIVÄKOTI-IKÄISTEN LASTEN KYSELY 2019

QUESTIONNAIRE: FSD3438 CHILD-UP: SURVEY FOR CHILDREN IN PRE-PRIMARY EDUCATION 2019

Tämä kyselylomake on osa yllä mainittua Yhteiskuntatieteelliseen tietoarkistoon arkistoitua tutkimusaineistoa.

Kyselylomaketta hyödyntävien tulee viitata siihen asianmukaisesti lähdeviitteellä.

This questionnaire forms a part of the above mentioned dataset, archived at the Finnish Social Science Data Archive.

If the questionnaire is used or referred to in any way, the source must be acknowledged by means of an appropriate bibliographic citation.

Detta frågeformulär utgör en del av den ovannämda datamängden, arkiverad på Finlands samhällsvetenskapliga dataarkiv.

Om frågeformuläret är utnyttjat eller refererat till måste källan anges i form av bibliografisk referens.

Questionnaire ISCED 0

Page one as indicated by the preschool-teacher

Contextual information regarding to the group/ class

What is the ratio between children with and without migration background in this group/ class?

To which nationalities the children in this group/ class belong (How many nationalities)?

Are there children in this group/ class who came to this country as refugees? How many?

How many languages are spoken by children of this group/ class?

Contextual information regarding to the child

This child has migration background*: □ no □ yes -> Following questions

The country of birth of this child is: _____ or

□ Country of inquiry

□ Another country

□ Don't know.

This child lives in this country since: _____ □ Don't know.

This child is a refugee**: □ no □ yes □ Don't know.

This child speaks:

□ Only the national/ local language

□ Only a foreign language (her/his native language)

□ Both, the national/ local and his native (foreign) language

** 'A child with migrant background' has parents who were both born outside the country.*

*** A 'refugee' is one who is, regardless of legal status, seeking refuge to another country from war, political oppression, religious persecution, or a natural disaster.*

(Reference: TALIS, 2018)

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Questionnaire for Children aged 5-6 years *(As indicated by child)*

Hello, my name is [name]. Today I am visiting you in the kindergarten, because I would like to know whether you like the kindergarten, what you are doing here, with whom you are playing and with whom you are friends. I want to know that because I am working in a huge project with people from different countries, namely [country] and [country] (→ show both countries on a map) – maybe you have already heard of them. In those countries, there are also people like me asking kids in the kindergarten what they are doing, experiencing, and playing. We would like to know whether the kids in those countries do like the same things and play the same games as you do. You can say anything what comes in your mind when responding to my questions, there is no right or wrong. Just tell me what you are thinking when responding.

Before we start, I show you something … look, we have some cards with different smileys. This one here is smiling brightly, this one looks rather sad, and the last, one does not know that well. I will ask you some questions and these smileys shall help you answering my question. For instance, here, I have a picture of ice cream and I ask you whether you like ice cream or how often do you like ice cream. The first smiley, the smiling one, means that you like ice cream and that you would like to eat ice cream all the time. The second, the sad one, would mean that you don't like ice cream that much and would eat ice cream only on rare occasions. And the last one, would mean that there are days on which you like ice cream, and that are days when you don't like to eat ice. And how is it, do you like ice cream? … and how about spinach? And tidying up? Super, you are doing great! Very good.

Do you have any questions? … No?, well, then let's start. One important note, you are allowed to end responding my questions when you don't like to answer … That's no problem. Do you have any question? Good, then let's start!

Item	Comment, Description
1. Could you please tell me, how old you are? _____	*Numeric; Years or Years: Month?* *variable in years*
2. **Are you…** ☐1 a girl ☐2 a boy ☐3 _____	
Super, you did very well. It isn't that difficult, or? *Now I want to ask you something about your kindergarten. I want to know how do you feel and what things you do here, what do you do with your friends and with your educators. Is that ok for you when we're talking about this?*	
3. **Do you like to go to the kindergarten?** Most of the time 1 not every day 2 Rarely 3	*We show cards with smilies letting the child choose the one that they think is the suitable choice … as we have explained the use of smilies during the introduction*

Item	**Comment, Description**
4. **What do you like best in kindergarten?** open question	*Entry, connecting to context, interest in child's being, thinking*
5. **What things do you do together with your preschool-/ kindergarten teacher that you like?** open question	*Helping the child to build a context, data*
6. **When you do things together with your preschool-/ kindergarten teacher, for instance ….** [please insert examples from question 5], **how does it work? Can you decide together what things you do?** □1 yes □2 sometimes □3 never	*Participation*
7. **Do you have friends in the kindergarten, can you tell me who they are?** Please insert abbreviation and gender (as symbol), do not insert a name.	*Social integration; we count the number → this is the only information that we report.* *Numeric: number of friends*
8. **Do you have other friends who are not here, at this kindergarten? Can you tell me who they are?** Please insert abbreviation and gender, do not insert a name.	*Numeric: number of friends*
9. **What do you think, how would your friends describe you as a person?** open question	*Self-perception, finish talking about friends.*

Item	Comment, Description
10. I asked you about what you like here in kindergarten. Are there even things you don't like so much? Do you want to tell me? Open question	*Changing topic, Helping the child to build a context. Data*
FILTER: Only if the child was responding to the previous item nr.10. … **11. If …** [insert an example from question 10] **happens, what are you doing to deal with it (things you don't like so much)?** ☐1 I go to the preschool-/ kindergarten teacher and tell him/her ☐2 I go to my parents and tell them. ☐3 I talk with my friends and/or other children. ☐4 I don't know what I can do. ☐5 I do nothing. ☐6 something else: _____	*Agency, self-efficacy* This can be asked as an open question and coded afterwards. Listed are suggestions for the categorization, and/or if asked with choices.
FILTER: Only if the child was responding to 10. … **12. And when you are doing this and this** [insert example from question 11], **how does it help you to feel better about it? …** 1 2 3 1 Helps good, 2 helps sometimes good/ sometimes bad, 3 helps not that good	*Looking for support* For each strategies, we will ask how well it works. 12.1 1 2 3 12.2 1 2 3 12.3 1 2 3 etc…
13. And if you have an idea or a wish, can you talk about it to your preschool-/ kindergarten teacher? always sometimes never **1 2 3**	*Agency, participation*
14. What do you think, does your preschool teacher listen to you when you are telling smth., when you talk to her/him, when you have a wish? always sometimes never **1 2 3**	*Being attentive … how the children do perceive their kindergarten teacher?*

Item	Comment, Description
Very good, we have already finished half of the questionnaire. *Now I want to ask you something about you. Is that alright?*	
15. What can you do best? Open question	*Changing topic, helping the child to build a context –> dealing with new situations*
16. Sometimes things are not that easy in the beginning and it takes some time to learn them and to succeed, for instance to ride a bicycle or write your name. **Do you know such situations?** **Was there anything that was difficult for you at the beginning?** Open question	*Connect to previous question,* *Building context for the next question.* *Open question and coding?* *Symbolic pictures?*
FILTER question when they name an accordant situations **17. And what did you do, when _____ [insert example from question 16] didn't work immediately?** ☐1 I tried and kept going by myself. (without asking for help). ☐2 I asked for help. ☐3 It was not that important to me and I stopped it. ☐4 S/he did something else: _____	
18. What do you want to learn next? Open question	*Topic, connecting to child's thinking, self-perception*
19. **Will it be easy or difficult for you?** Easy 1 Not sure 2 Difficult 3	*self-efficacy*
20. **Whom can you ask for help or support?** Open question always sometimes never Codelist, please insert answer for each person named … 20.1 parents 1 2 3 20.2 kindergarten teacher 1 2 3 20.3 friends and other children 1 2 3 20.4 other persons _____ 1 2 3	*Looking for support* To categorize the named persons we have a codelist – which is identical with the previous suggestions. This should be o.k. Again, an open question … and then, as in question 12, insert for each person the frequency of help/ support

Item	Comment, Description
21. You will go to school soon, is that right? This is a very new situation for you. What do you think about it? [ ]1 I'm looking forward to it. This will be amazing. [ ]2 This will be amazing, but I am concerned a little too. [ ]3 I'm concerned, because so many things will change.	*(Example for) dealing with new situations, self-perception*
22. If there is situation that is very new for you, for instance going to school, is there something specific that you are thinking of? **And if so, do you want to tell me about it?** Open question	*Dealing with new situations, self-perception* *worries and/ or positive expectations*
23. If something is very new for you, like going to school, with whom can do you talk to? always sometimes never Codelist, please insert answer for each person named … 24.1 parents 1 2 3 24.2 kindergarten teacher 1 2 3 24.3 friends 1 2 3 24.4 other persons 1 2 3	*Looking for support* *Open question, suggestions for coding*
Thank you very much! We are now nearly through. There are two questions left.	
24. How easy or difficult was it to answer my questions …? easy 1 okay 2 difficult 3	

25. We are at the end of the questionnaire. Is there anything else that you want to tell us? open question	*Giving child a voice, participation*

26. At the very end, would you please paint a picture for me. I have a piece of paper and some pencils with me and would like to have a picture of you in the kindergarten.

That's me in the kindergarten!

[1]

[1] The painting area and the pencils available should be standardized across all settings. A separate sheet and xxx different colour pencils?