

Contemporary Issues in Early Childhood Education in Germany

Edited by
Wilfried Smidt



Contemporary Issues in Early Childhood Education in Germany

Edited by
Wilfried Smidt

First published 2017
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN, UK

and by Routledge
711 Third Avenue, New York, NY 10017, USA

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2017 Taylor & Francis

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN 13: 978-1-138-68649-6

Typeset in TimesNewRomanPS
by diacriTech, Chennai

Publisher's Note

The publisher accepts responsibility for any inconsistencies that may have arisen during the conversion of this book from journal articles to book chapters, namely the possible inclusion of journal terminology.

Disclaimer

Every effort has been made to contact copyright holders for their permission to reprint material in this book. The publishers would be grateful to hear from any copyright holder who is not here acknowledged and will undertake to rectify any errors or omissions in future editions of this book.

Contemporary Issues in Early Childhood Education in Germany

The importance of early childhood education has been emphasised by a large body of research that has demonstrated that children's cognitive and socio-emotional development is significantly influenced by the quality of the education and care received from their families and in preschool. Consequently, it is important to investigate factors that pertain to the provision of a high-quality education and high-quality care for young children.

This book addresses several important issues that are currently under discussion with respect to this topic. In particular, the book focuses on three topics presently under debate: the professionalisation of pedagogues working in the field of early childhood education, the quality of education and care provided by families and preschools and the promotion of children from socio-economically disadvantaged families. Providing an excellent overview of current research in Germany, this book will be useful to readers who are interested in international perspectives on early childhood education and who want to gain insight into relevant topics discussed in other countries. This book was originally published as a special issue of *Early Child Development and Care*.

Wilfried Smidt is a Professor of Education at the University of Innsbruck, Austria. His main research interests focus on educational quality in early childhood education, preschool teacher personality, professionalisation in early childhood education and early literacy.

Citation Information

The chapters in this book were originally published in *Early Child Development and Care*, volume 186, issue 1 (January 2016). When citing this material, please use the original page numbering for each article, as follows:

Introduction

Introduction: Contemporary issues in early childhood education in Germany

Wilfried Smidt

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 1

Chapter 1

Occupational activities of nonacademic and academic pedagogues working in the field of childhood education – an investigation of differences and predictor variables

Wilfried Smidt

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 2–22

Chapter 2

Potentials and challenges of video-based self-reflection for the professionalisation of early childhood education and care professionals

Judith Durand, Michaela Hopf and Sabine Nunnenmacher

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 23–41

Chapter 3

Does early childhood teacher education foster professional competencies? Professional competencies of beginners and graduates in different education tracks in Germany

Janina Strohmer and Christoph Mischo

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 42–60

Chapter 4

Germany's ECEC workforce: a difficult path to professionalisation

Thomas Rauschenbach and Birgit Riedel

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 61–77

Chapter 5

Educational process quality in preschools at the individual child level: findings from a German study

Wilfried Smidt and Hans-Günther Rossbach

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 78–95

Chapter 6

Enjoyment of learning and learning effort in primary school: the significance of child individual characteristics and stimulation at home and at preschool

David Richter, Simone Lehl and Sabine Weinert

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 96–116

Chapter 7

Influences of an academically oriented preschool curriculum on the development of children – are there negative consequences for the children's socio-emotional competencies?

Katharina Kluczniok, Yvonne Anders, Jutta Sechtig and Hans-Günther Rossbach

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 117–139

Chapter 8

Compensatory early childhood education for educationally disadvantaged children in Germany and beyond

Thilo Schmidt

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 140–152

Chapter 9

Promotion of literacy and numeracy in pyramid classrooms in Germany

Gisela Kammermeyer, Andrea Stuck and Susanna Roux

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 153–172

Chapter 10

Formal and informal early education of Turkish-origin children in Germany

Birgit Becker, Elena Boldin and Oliver Klein

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 173–189

Chapter 11

Triggering parental involvement for parents of different language backgrounds: the role of types of partnership activities and preschool characteristics

Axinja Hachfeld, Yvonne Anders, Susanne Kuger and Wilfried Smidt

Early Child Development and Care, volume 186, issue 1 (January 2016) pp. 190–211

For any permission-related enquiries please visit:

<http://www.tandfonline.com/page/help/permissions>

Notes on Contributors

Yvonne Anders is a Full Professor of Education with a focus on early childhood education at Free University of Berlin since 2012. Her research interests focus on different aspects of preschool quality and their influences on children's development, professional competencies of (preschool) teachers and international comparative analyses of using early childhood education and care.

Birgit Becker is an Associate Professor of Sociology with a focus on Empirical Educational Research in the Department of Sociology, University of Frankfurt, Germany. Her research interests include education and educational inequality, socialisation and early childhood, integration of immigrants and social inequality.

Elena Boldin is a research associate in the Department of Sociology, University of Frankfurt, and at the Mannheim Centre for European Social Research at the University of Mannheim. Early Child Development and Care. Her research interests include social and ethnic educational inequality, educational aspirations and transitions among children of immigrants.

Judith Durand is senior researcher at the Department of Children and Childcare at the German Youth Institute. Her research interests are professionalisation of early childhood education and care professionals, educator-child interactions, quality development and programme and project evaluation.

Axinja Hachfeld is an Assistant Professor (Juniorprofessorin) of Educational Research with a focus on heterogeneity at the University of Konstanz, Germany. Her research areas include (preschool) teachers' professional beliefs and competences, parent-preschool-partnerships and parenting programs.

Michaela Hopf is a professor of education with focus on science, theories and methods of early childhood pedagogy at the University of Applied Sciences Duesseldorf, Germany. Her main research interests are focused on teacher-child-interactions in specific learning settings and language fostering programmes for preschool settings.

Gisela Kammermeyer is a Full Professor with a focus on early childhood education at the University of Koblenz-Landau, Germany, since 2003. Her research interests focus on different aspects of preschool quality and their influences on children's development, especially on language development as well as the transition from preschool to primary school.

NOTES ON CONTRIBUTORS

Oliver Klein is a PhD candidate at the Mannheim Centre for European Social Research at the University of Mannheim. His research interests include social and ethnic educational inequality, early skill development and socialisation in the early childhood.

Katharina Kluczniok is a senior researcher and lecturer at the Chair for Early Childhood Education, University of Bamberg. Her research interests are the impact of educational quality in preschool settings and families on children's cognitive and socio-emotional development as well as the transition from preschool to primary school.

Susanne Kuger is a senior researcher at the German Institute for International Educational Research. Her research includes methodological and substantial topics in quantity and quality of education and international comparisons of educational arrangements.

Simone Lehrl is a Research Scientist at the Department of Early Childhood Education at the University of Bamberg, Germany. Her research interests focus on early childhood education, especially the dynamics of the early home learning environment and its effects on children's development.

Christoph Mischo is a Professor for Developmental Psychology at the University of Education, Freiburg, Germany. His current research themes are professionalisation of early childhood teachers, school learning, teaching and teacher beliefs.

Sabine Nunnenmacher is a senior researcher at the Department of Children and Childcare at the German Youth Institute. Her research interests are empirical educational research, evaluation research and programme and project evaluation.

Thomas Rauschenbach is the Director of the German Youth Institute in Munich and director of the Dortmund Centre for Statistics of Child and Youth Services since 2002. His main research areas are educational processes in childhood and adolescence, youth work, social professions, civic engagement and statistics on child and youth services.

David Richter, PhD, is a Research Scientist at the Socio-Economic Panel (SOEP) at the German Institute for Economic Research (DIW Berlin). His research interests focus on the development of emotions and well-being from early childhood till old age.

Birgit Riedel is a senior researcher at the German Youth Institute in Munich. Since 2013, she is the Head of the Specialist Division Education and Welfare State Services for Children. Her main research areas are developments in ECEC, international childcare policies and issues of governance.

Hans-Günther Rossbach holds the Chair of Early Childhood Education at the University of Bamberg and is the Director of the Leibniz Institute for Educational Trajectories. His main research interests are longitudinal effects of quality of stimulation in family, preschool and elementary school on early childhood competence development as well as the development of curricula for preschools.

Susanna Roux is a Full Professor for Early Childhood Studies at the University of Education in Weingarten, Germany. Her main research interests are quality in early childhood education and socio-emotional development of children.

NOTES ON CONTRIBUTORS

Thilo Schmidt is an educational scientist at the Department of Early Childhood Education, University of Koblenz-Landau. His research interests are the education of young children, compensatory education and the professionalisation of early childhood pedagogy.

Jutta Sechtig is junior researcher and lecturer for Early Childhood Studies at the University of Education in Weingarten, Germany. Her research interests focus on quality in early childhood education, especially the role of early childhood teachers during the free-play period and on the transition from preschool to primary school.

Wilfried Smidt is a Professor of Education at the University of Innsbruck, Austria. His main research interests focus on educational quality in early childhood education, preschool teacher personality, professionalisation in early childhood education and early literacy.

Janina Strohmer is a Professor for Developmental and Pedagogical Psychology at the Freiburg Protestant University of Applied Sciences. Her research interests focus on professionalisation and competence orientation in early childhood education, quality of interaction in pedagogical settings and individual educational guidance.

Andrea Stuck is a junior researcher at the University of Koblenz-Landau. Her research interests focus on professional competencies of (preschool) teachers especially the influences of their beliefs on quality of interaction.

Sabine Weinert is a Full Professor (Chair of Developmental Psychology) at the University of Bamberg, Germany. Her research is focused on developmental and educational psychology and specifically on the development of language, cognition and learning including issues of developmental disorders, developmental diagnosis, promotion and intervention.

Contents

<i>Citation Information</i>	vii
<i>Notes on Contributors</i>	ix

Introduction: Contemporary issues in early childhood education in Germany <i>Wilfried Smidt</i>	1
----------------------------------------------------------------------------------------------------	---

PART 1

Professionalisation of pedagogues working in the field of early childhood education

1 Occupational activities of nonacademic and academic pedagogues working in the field of childhood education – an investigation of differences and predictor variables <i>Wilfried Smidt</i>	2
2 Potentials and challenges of video-based self-reflection for the professionalisation of early childhood education and care professionals <i>Judith Durand, Michaela Hopf and Sabine Nunnenmacher</i>	23
3 Does early childhood teacher education foster professional competencies? Professional competencies of beginners and graduates in different education tracks in Germany <i>Janina Strohmer and Christoph Mischo</i>	42
4 Germany's ECEC workforce: a difficult path to professionalisation <i>Thomas Rauschenbach and Birgit Riedel</i>	61

PART 2

Education quality in families and preschools

5 Educational process quality in preschools at the individual child level: findings from a German study <i>Wilfried Smidt and Hans-Günther Rossbach</i>	78
------------------------------------------------------------------------------------------------------------------------------------------------------------	----

CONTENTS

6	Enjoyment of learning and learning effort in primary school: the significance of child individual characteristics and stimulation at home and at preschool <i>David Richter, Simone Lehrl and Sabine Weinert</i>	96
7	Influences of an academically oriented preschool curriculum on the development of children – are there negative consequences for the children's socio-emotional competencies? <i>Katharina Kluczniok, Yvonne Anders, Jutta Sechtig and Hans-Günther Rossbach</i>	117
PART 3		
Promotion of children from socio-economic disadvantaged families		
8	Compensatory early childhood education for educationally disadvantaged children in Germany and beyond <i>Thilo Schmidt</i>	140
9	Promotion of literacy and numeracy in pyramid classrooms in Germany <i>Gisela Kammermeyer, Andrea Stuck and Susanna Roux</i>	153
10	Formal and informal early education of Turkish-origin children in Germany <i>Birgit Becker, Elena Boldin and Oliver Klein</i>	173
11	Triggering parental involvement for parents of different language backgrounds: the role of types of partnership activities and preschool characteristics <i>Axinja Hachfeld, Yvonne Anders, Susanne Kuger and Wilfried Smidt</i>	190
	<i>Index</i>	213

INTRODUCTION

Contemporary issues in early childhood education in Germany

I was very pleased to be invited to serve as a guest editor of a special issue of *Early Child Development and Care*. The present special issue, 'Contemporary issues in early childhood education in Germany', contains 11 peer-reviewed contributions that provide a good overview of the significant issues that are currently being investigated and discussed in the field of early childhood education in Germany.

The first four contributions focus on the professionalisation of pedagogues working in the field of early childhood education. Wilfried Smidt refers to differences between and the prediction of occupational activities of non-academically and academically qualified pedagogues, whereas Judith Durand and colleagues focus on the potential and challenges of video-based self-reflection. Furthermore, Janina Strohmer and Christoph Mischo's contribution investigates the question of whether early childhood teacher education fosters professional competencies, while Thomas Rauschenbach and Birgit Riedel refer to the development of the professionalisation of Germany's workforce in early childhood education and care.

The next three contributions refer in a broader sense to educational processes and quality in families and preschools. The paper by Wilfried Smidt and Hans-Günther Rossbach examines educational process quality in preschools at the individual child level, while the contribution by David Richter and colleagues refers to the relevance of children's characteristics as well as stimulation at home and preschool for the enjoyment of learning and learning effort in primary school. Finally, Katharina Kluczniok and colleagues investigate how children's development is influenced by an academically oriented preschool curriculum.

The final four contributions are concerned with the promotion of children from socio-economic disadvantaged families and those with an immigration background. In this regard, Thilo Schmidt refers to the compensatory education of disadvantaged children in early childhood education, whereas Gisela Kammermeyer and colleagues investigate the promotion of literacy and numeracy in pyramid classrooms. Furthermore, Birgit Becker and colleagues address the issue of the formal and informal early education of children of Turkish origin, while the paper by Axinja Hachfeld and colleagues refers to the parental involvement of parents with different language backgrounds.

Wilfried Smidt

University of Innsbruck, Austria

University of Education Vorarlberg, Austria

Occupational activities of nonacademic and academic pedagogues working in the field of childhood education – an investigation of differences and predictor variables

Wilfried Smidt

Department of Early Childhood and Youth Education, University of Koblenz-Landau, Landau, Germany

Nonacademic and academic pedagogues working in childhood education are involved in multiple occupational activities. Theoretical frameworks focussing on career development and processes of professionalisation may provide hints about differences in the occupational activities of nonacademic and academic pedagogues as well as with regard to how personal, motivational, and contextual variables may influence the occupational activities of nonacademic and academic pedagogues. However, there is only limited research on these issues to date. The current study aimed to reduce this gap by using survey data from 563 nonacademic and 237 academic pedagogues working in childhood education in Germany. Occupational activities were captured with four composites representing *administrating and advising, caring and educating, managing and monitoring, and advertising and publishing*. With regard to the occupational activities, the findings indicated only small differences between nonacademic and academic pedagogues. Furthermore, the results revealed that personal, motivational, and contextual variables predicted pedagogues' activities; however, the pattern of significant predictors differed between the vocational groups. The field of work and holding a managerial position were relatively consistent predictors in both vocational groups. The findings may contribute to the discussion about the professionalisation of nonacademic and academic pedagogues working in childhood education.

Introduction

Theoretical models focussing on the development of professional careers stress the importance of people's activities, which are defined as concrete practices that people will execute or have already executed to achieve specific goals. Such activities are assumed to be influenced by a number of personal, motivational, and contextual aspects and may affect people's further occupational development (Abele, 2002). Similarly, models that more specifically target the professionalisation of pedagogues such as school teachers and early childhood pedagogues (Kunter, Kleickmann, Klusmann, & Richter, 2013; Mischo & Fröhlich-Gildhoff, 2011; Vereinigung der Bayerischen Wirtschaft, 2012) emphasise the role of pedagogues' occupational activities, which are presumed to affect personal career development (e.g. income, job satisfaction) as

well as clients' outcomes (e.g. children's grades, competencies). In the context of educational research, pedagogues' activities have been thoroughly investigated with regard to teaching quality and educational process quality in schools (Cadima, Peixoto, & Leal, 2014; Lipowsky et al., 2009; Pianta, Belsky, Houts, & Morrison, 2007) and pre-schools (Anders et al., 2012; Booren, Downer, & Vitiello, 2012; Smidt, 2012; Sylva et al., 2006; Tietze et al., 2013). However, far less is known about pedagogues' patterns of occupational activities in a broader sense, although this approach has been used in educational research (Fuchs, 2003; Grunert & Krüger, 2004; Züchner, 2004). This approach focusses on a wide range of pedagogues' occupational activities rather than on their interactions and teaching quality in a narrower sense. Studies that have employed this approach have assessed the extent to which pedagogues engage in occupational activities and the factors that might influence them. Referring to systematisations of pedagogues' activities in educational settings (Giesecke, 2013; see also Lenzen, 2004; Prange & Strobel-Eisele, 2006), occupational activities such as educating, teaching, and advising have been often characterised as 'educational', whereas activities such as leading, planning, organising, and administrating have been labelled 'multidisciplinary' because they are not limited to education (Fuchs, 2003; Grunert & Krüger, 2004). It can be suggested that pedagogues' occupational activities in educational settings might be different for situations that specifically require them to interact directly with clients (e.g. children, adolescents) versus situations that require more administrative and management-oriented actions and that may correspond with greater autonomy with regard to the development of a person's own vocational profile (Thole & Cloos, 2006). In this regard, pedagogues' occupational activities can be viewed as a kind of specialisation that may direct future career development and success as theoretical frameworks suggest (Abele, 2002; Kunter et al., 2013). This last issue increases in importance against the background in which, in Germany, there are nonacademic as well as academic pedagogues working in the field of childhood education. Thinking one step ahead, it might be the case that these vocational profiles correspond with a specialisation that is reflected in different occupational activities. However, despite the significant role of pedagogues' occupational activities, only a few studies have focussed on this topic to date; this is particularly true with regard to the investigation of differences in the occupational activities of nonacademic and academic pedagogues as well as with regard to the identification of variables that predict pedagogues' occupational activity patterns in educational settings. Therefore, relying on pertinent theoretical models (Abele, 2002; Kunter et al., 2013) and systematisations of pedagogues' activities in educational settings (esp. Giesecke, 2013), the present study aimed to reduce this research gap by (a) investigating differences in the occupational activities of nonacademic and academic pedagogues working in childhood education (i.e. primarily preschool education; and to a lesser extent, fields of work such as after-school care, special education, and youth welfare services) and (b) investigating predictors of non-academic and academic pedagogues' occupational activities.

Theoretical approaches and empirical findings

With regard to the occupational activities of pedagogues, a distinction is often made between educational chore activities and multidisciplinary activities (Fuchs, 2003; Grunert & Krüger, 2004). Overall, genuine educational activities may be characterised as a form of social action; that is, educational activities are oriented towards engaging in activities with other people and therefore have an interactional character. The

overarching aim of educational activities is to enable human beings to learn, and this aim is in turn related to the aim of achieving autonomy and maturity (Giesecke, 2013). Against this background, teaching, caring, educating (Fuchs, 2003; Grunert & Krüger, 2004), and advising (Fuchs, 2003) can be defined as genuine educational activities. However, the occupational activities of pedagogues are not confined to the aforementioned ones. Pedagogues work and are embedded in organisations such as pre-schools, schools, or after-school care centres, all of which are part of a society with a societal order that is characterised by specific value systems and norms. Therefore, for instance, pedagogues may also act politically to maintain the social order, they may be responsible for administrative and economic activities for purposes of business management, and they might perform medical activities to treat afflictions as well (Giesecke, 2013). Empirical studies on pedagogues' occupational activities (Fuchs, 2003; Grunert & Krüger, 2004) have tried to operationalise the complexity of potential activities by referring to a category comprising of multidisciplinary activities (e.g. administering, planning, personnel management, and managing financial resources) and a category comprising of specialised and rather noneducational occupational activities that have been characterised as less multidisciplinary (e.g. applying provisions and laws, nursing, programming, and being artistically engaged). However, there are also inconsistencies with regard to the categorising of activities: for instance, advertising and public relations are characterised as multidisciplinary (Fuchs, 2003) but also as specialised (Grunert & Krüger, 2004), indicating that the distinction between the aforementioned categories is not entirely clear.

The complexity of pedagogues' occupational activities has also been discussed with regard to professionalisation, suggesting that being involved in complex and potentially precarious activities and tasks requires high-quality vocational training and an occupational socialisation (Helsper & Tippelt, 2011; Terhart, 2011). Against this background, however, only a few studies have focussed on differences in the occupational activities of differently skilled pedagogues. Grunert and Krüger (2004) investigated differences between pedagogues with an academic diploma degree and those with an academic master's degree. Overall, the authors found quite similar profiles in the occupational activities of both groups of pedagogues. In another study, Thole and Cloos (2006) reported that the vocational activities of academic social pedagogues were to a greater extent management-related (e.g. planning, reflecting, and organising) and to a lesser extent determined by direct contact with clients compared with the vocational activities of nonacademic pedagogues.

Regarding potential predictors of occupational activities, theoretical frameworks concentrating on the development of professional careers in the context of lifespan development as well as frameworks that refer specifically to the professionalisation of pedagogues (Abele, 2002; Kunter et al., 2013) suggest that, in particular, personal variables (e.g. social demographics, personality traits), motivational variables (e.g. career goals, perceived self-efficacy), and contextual variables (e.g. working conditions, employment position, and household size) are important. With regard to the identification of predictors of pedagogues' activities in childhood education, only a few studies have been conducted to date. However, the potential predictive importance of some variables may also be exemplified by research findings derived from other contexts. With regard to personal characteristics, there are some hints about the influence of socio-demographic variables. For instance, Fuchs (2003) found that female pedagogues were more frequently involved in activities involving direct contact with clients such as caring and educating, whereas the work of male pedagogues could instead be

characterised by management-related activities. There are also other personal variables such as personality traits that may influence occupational activities across various occupations. For instance, there is evidence that the Big Five personality traits (Costa & McCrae, 1985) are associated with leadership qualities (Judge, Bono, Ilies, & Gerhardt, 2002) that might be particularly related to managerial, planning, and controlling activities. Motivational characteristics such as career goals (Abele, 2011) and goal orientations (Lipowsky, 2003) have also been postulated to be related to occupational activities. For instance, specific career goals may direct occupational activities, which in turn may be related to occupational development in terms of career success (Abele, 2002). Finally, contextual variables such as the field of work or a person's hierarchical position are suggested to affect occupational activities. Focussing on pedagogues, Züchner (2004) found different foci of occupational activities depending on the field of work: for instance, the respondents stated that educational, caring, helping, and creative activities were more pronounced in preschools compared with other fields of work (e.g. youth social work, youth welfare services). It may also be assumed that the hierarchical position childhood pedagogues hold in their work organisation (e.g. a managerial position) may predict their occupational activities.

Purpose of the study

The present study was designed to examine differences in the occupational activities of nonacademic and academic pedagogues working in the field of childhood education and to investigate what predicts the occupational activities of these pedagogues. The study focusses on two groups of pedagogues working in childhood education in Germany. The first group consists of nonacademic pedagogues with a tertiary-level education received from nonacademic professional social pedagogy schools. In Germany, the majority of pedagogues working in preschools have received this kind of training (Federal Statistical Office, 2013). The second group comprises academic pedagogues who attended academic courses of study in the field of childhood education. Such courses have been increasingly introduced since 2004 (Oberhuemer, Schreyer, & Neuman, 2010). Against the background of a dearth of previous research, the following rather exploratory research questions were posed in lieu of detailed hypotheses: (1) *How do nonacademic and academic pedagogues working in the field of childhood education differ in their occupational activities?* (2) *Which personal, motivational, and contextual characteristics predict the occupational activities of non-academic and academic pedagogues?*

Method

Participants

The current study is part of the larger German longitudinal project called the 'Transition of academically and vocationally qualified educational professionals into the labour market' (German abbreviation: ÜFA, Project ÜFA, 2014). The study focusses on the labour market entry and career development of educational staff who are qualified to work in the field of childhood education. The data were obtained in two waves. The first wave (t_1) consisted of 4658 prospective pedagogues attending 155 nonacademic professional social pedagogy schools and 46 universities. The participants were at the end of their training and were distributed over two cohorts: data

collection for Cohort 1 ($n = 1493$) took place in fall 2012, whereas for Cohort 2 ($n = 3165$), the data were collected in Spring 2013. Both cohorts were again jointly investigated during the second wave (t_2), which took place in fall 2013 when the participants had found employment in different fields of work. The sample size was reduced to 1075, which corresponds to a return rate of 23%. In both waves, data acquisition was conducted with self-administered questionnaires that could be completed in paper-pencil or electronic versions. The current analyses contained only those respondents for whom valid data were available for all study variables (see the Measures section). Because measures from both waves were used, the sample sizes ranged from $n = 550$ to $n = 563$ for nonacademic pedagogues and from $n = 232$ to $n = 237$ for academic pedagogues depending on the variable. Descriptive statistics for all study variables are presented in Table 1.

Measures

Pedagogues' occupational activities

Pedagogues' occupational activities (captured in the second wave, t_2) were assessed with 22 modified items from a scale that has been used in occupational research on teachers and other pedagogical staff (Fuchs, 2003; Parmentier & Stooß, 1989; Züchner, 2004). The question about occupational activities was as follows: *If you are asked to describe your current job by means of the following activities, to what extent do the individual characteristics apply to your job?* The participants were then provided a 5-point scale that ranged from 1 (*does not apply at all*) to 5 (*applies completely*) to use for their ratings of the occupational activities. In preliminary analyses, four factors were identified through exploratory factor analyses (Principal Component, Varimax rotation). The first factor (seven items: informing, documenting, planning, administrating, analysing, advising, applying provisions and laws, $\alpha = 0.84$ for nonacademic pedagogues and $\alpha = 0.87$ for academic pedagogues) was named *administrating and advising* and could be characterised primarily by multidisciplinary activities but also by one educational activity and one specialised, less multidisciplinary occupational activity. The second factor (four items: nursing, caring, educating, being artistically engaged, $\alpha = 0.66/0.79$) was named *caring and educating* and comprised educational activities as well as specialised noneducational occupational activities, whereas the third factor (three items: managing financial resources, leading staff, controlling, $\alpha = 0.58/0.77$) was termed *managing and monitoring* and included only multidisciplinary activities. The fourth factor (two items: advertising, presenting/public relations, publishing/working journalistically, $\alpha = .64/.68$) was named *advertising and publishing* and comprised only specialised noneducational occupational activities as specified by Grunert and Krüger (2004). The Cronbach's alpha values were mostly acceptable and higher for the sample of academic pedagogues. Bearing in mind the small numbers of items, even Cronbach's alpha values ranging from 0.60 to 0.70 can still be considered sufficient (Hair, Black, Babin, Anderson, & Tatham, 2006; Walker & Almond, 2010). The only exception was the low internal consistency of the third factor, where the threshold of 0.60 was just missed. For the present study, only the factor variables were used. Descriptive statistics are presented in Table 1. In general, the means indicated that nonacademic and academic pedagogues were quite frequently involved in caring and educating as well as administrating and advising activities but less often in the other occupational activities.