Early Childhood Professional Well-Being: An Ecological Framework

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Well Teachers, Well Children
Factors Contributing to Professional Practice and Child Outcomes

Science of Child Development and Early Learning Informs Policies, Practice Environment, Professional Learning, Knowledge and Competencies, and Professional Practice

Availability/Accessibilty of High-Quality Professional Learning Supports

Professional Learning Supports

Quality Professional Learning

Knowledge and Competencies of Leadership/Administrators

Knowledge and Competencies of the Practitioner

Wellbeing of the Practitioner

Practice Environment/Working Conditions (e.g. facilities/resources/staff structure/ratios/compensation/program quality/quality of leadership/administration)

Behaviors/Actions of the Practitioner

Quality Individual and Collective Professional Practice

Relationships/Interactions with families

Relationships/Interactions with children

Relationships/Interactions with other professionals

Learning Environment

CHILD OUTCOMES

Assessments and Evaluation of Professional Practice and Child Outcomes Feed Back to Improve Quality in Policies, Professional Learning, Practice Environment, Knowledge and Competencies, and Professional Practice
What can we learn from other fields?
“Well-Being” is Studied Across Disciplines

- Psychology
  - Occupational/Health
  - Industrial/Organizational
  - Applied
- Business
- Medicine & Public Health
- Social Work
- Sociology
- Anthropology
- Economics
Lessons Learned about Workplace Well-Being

• **Well-being > Absence of illness**
  (Schulte & Vainio, 2010; Wilcock et al., 1998)

• **Contexts & Systems + Individual Contributions**
  (Biggio & Cortese, 2013; Campbell Institute, 2017; Kokkinos, 2007; Jeon et al., 2018)

• **Leadership is Key**
  (Arnold et al., 2007; Caver et al., 2015; Quick et al., 2007; Zinssser et al., 2016)

• **It’s Complicated!**
  – **Multidimensional**
    (Henry, 2007; McGillivray, 2007; Whitebook et al., 2017)
  – **Non-linear**
    (Brigham et al., 2018)
Our Conceptual Framework

Contextual Elements
- Society and Culture
- Professional Regulations and Policy
- Organization and Leadership
- Practice Environment and Conditions

Individual Elements
- Job Role
- Personal
- Professional Learning and Development
- Interactions

Adapted from Brigham et al., 2018 Clinician Well-Being Model
Job Role

- Autonomy
- Career stage
- Children and families served
- Responsibilities
- Alignment of responsibility, authority, and decision-making
- Associated compensation
- Educational requirements
- Demands
- Self-efficacy
Personal

- Family dynamics
- Personality
- Physical health
- Mental health
- Relationships and social support
- Purpose/Sense of mission
- Spirituality
- Self-care practices
- Values, ethnics, & morals
- Outside interests, hobbies
- Financial status
- Lived experience
- History of trauma
Professional Learning and Development

- Communication skills
- Leadership and organization skills
- Resilience
- Social-emotional competence
- Teaching/Pedagogical skills
- Educational attainment
- Career ladders
Practice Environment & Conditions

- Class size/ratios
- Curriculum or educational philosophy
- Parent engagement
- Supplies and resources
- Physical environment
- Professional relationships
- Team structures and function
- Workday structure
Organization and Leadership

- Organizational culture
- Internal communication
- Compensation and benefits
- Diversity, equity, and inclusion
- Harassment and discrimination
- Leadership
- Power dynamics and hierarchy
- Staff support, including coaching and mentoring
- Workplace safety
Professional Regulations & Policy

- Accreditation
- Licensing
- Professional certifications and credentials
- Funding structure and availability
- Accountability assessments
- HR policies and compensation
- National and state policies
- QRIS
- Scholarship and training opportunities
- Unions
- Governance
Society and Culture

- Discrimination, oppression and bias
- Political and economic context
- Power and privilege
- Social determinants of health
- Societal expectations and social norms
- Social stigma
- Media portrayal
Applying the Framework
Applying the Framework

• Person-Centered
  • Roberts, Daro, Gallagher (under review)

• Phenomenological
  • Bosire, Gallagher, Babchuk, Garrett (under review)

• COVID-19 Provider Surveys

• Mixed Methods
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