Buffett
Early Childhood
Institute
at the University of Nebraska

Early Childhood Professional Well-Being:
An Ecological Framework

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Society and Culture

Job Role

Professional Regulations and Policy

Professional Well-Being

Relationships

Child Well-Being

Interactions

Personal

Organization and Leadership

Professional Learning and Development

Practice Environment and Conditions

Well Teachers, Well Children

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation
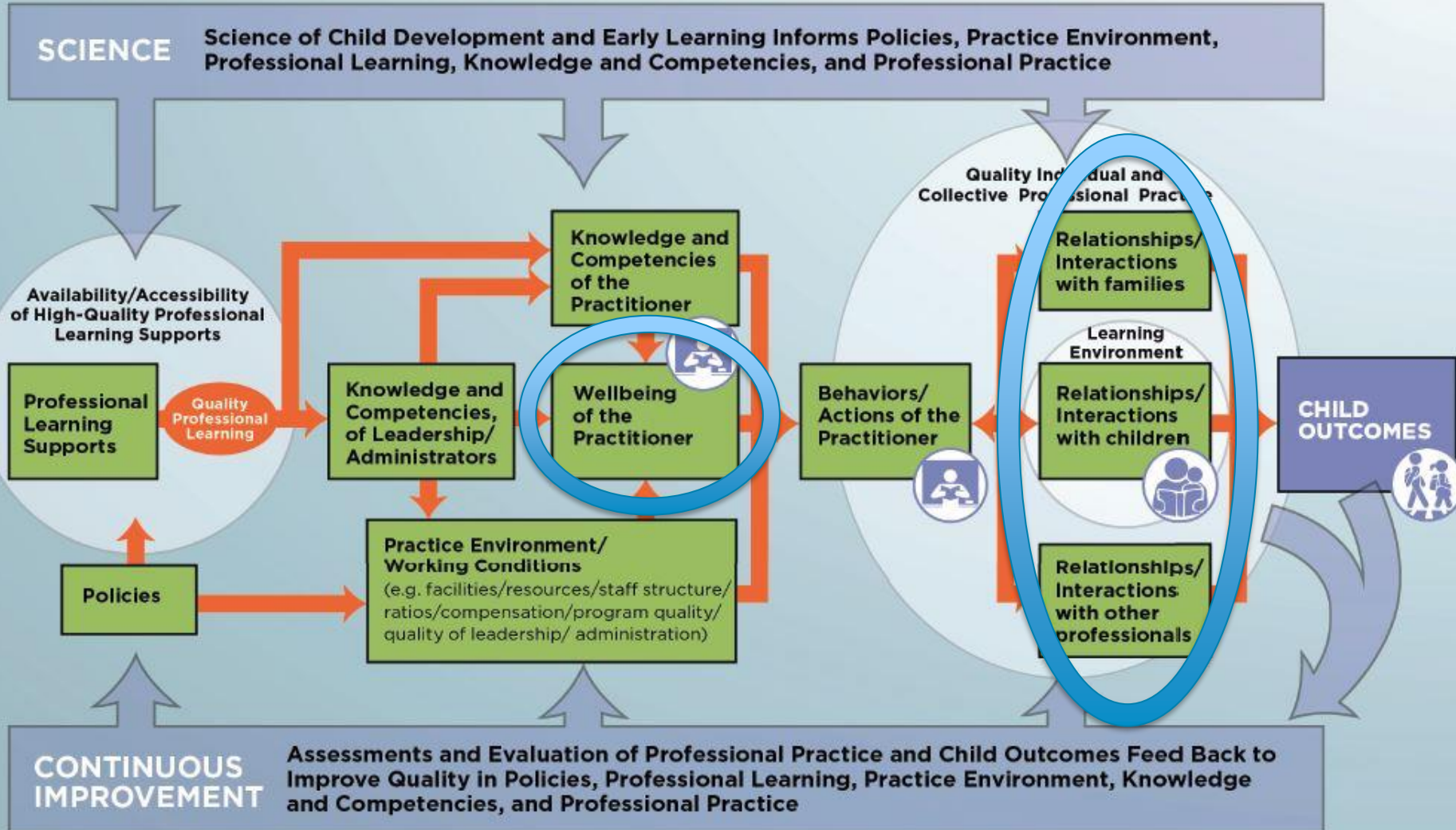
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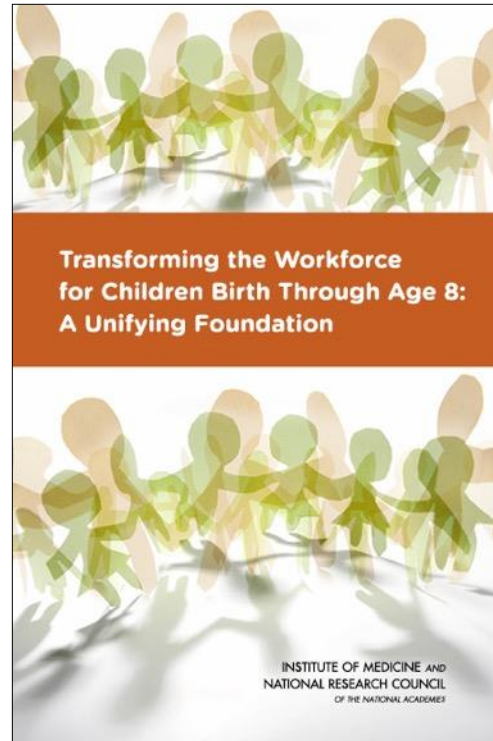
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NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Factors Contributing to Professional Practice and Child Outcomes

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; Zinsser 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

Individual Elements

Society and Culture

Job Role

Professional Regulations and Policy

Personal

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Professional Learning and Development

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

Our Conceptual Framework

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 availiability
- 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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