

Uplifting the Well-Being of the Child Care and Early Education Workforce: Conceptual Framework, Evidence, and Strategies

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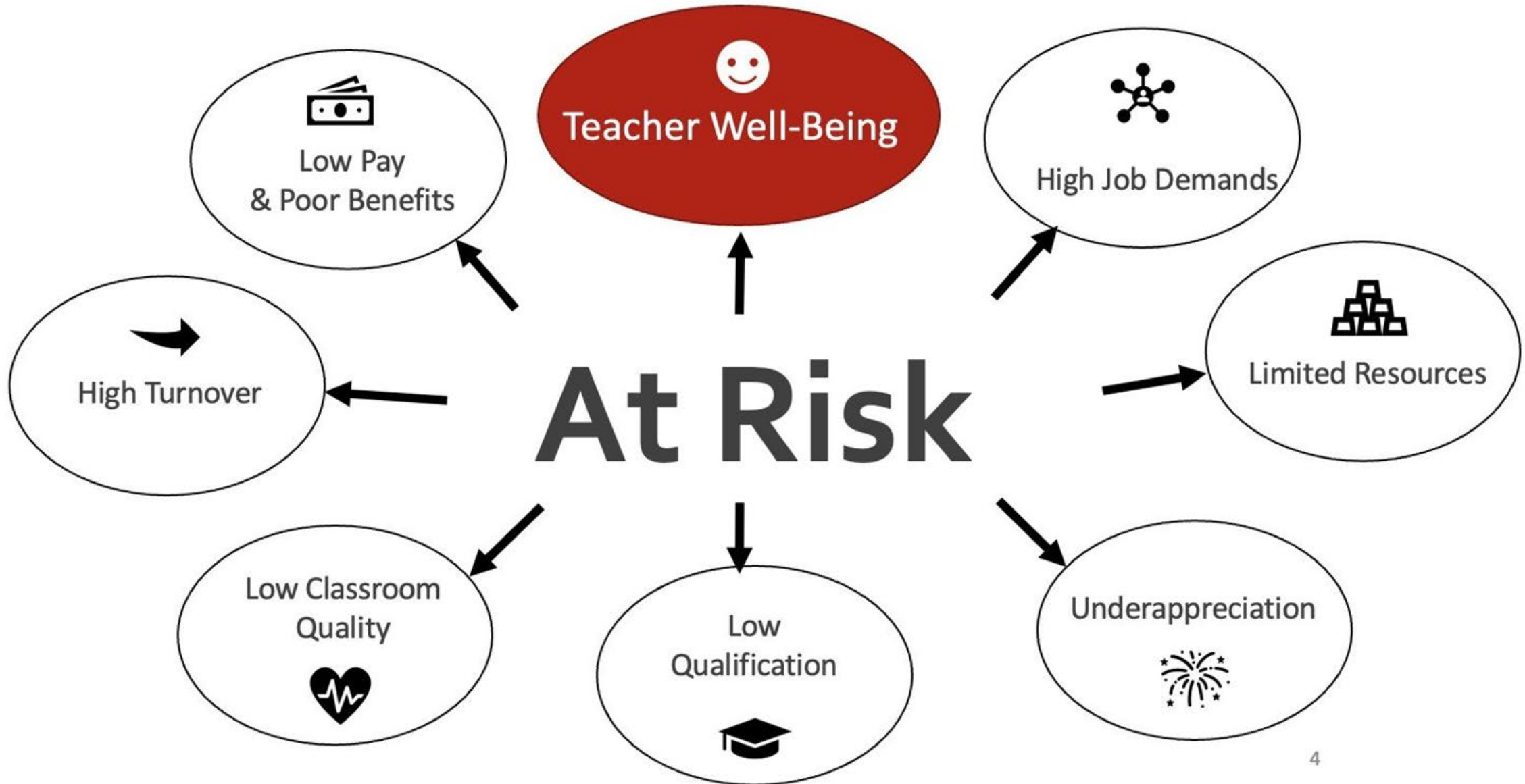
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Early Childhood Workforce



Early Childhood Workforce Well-Being: Human Rights that Need Humanistic & Systematic Approach and Solution





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Building a conceptual framework of holistic ECE workforce wellbeing using an AI-assisted systematic review

Head Start University Partnership

Early Head Start/Head Start Workforce Well-Being Consortium

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Conceptual Framework Development & Systematic Review



Review of existing models on educator well-being.



Identification of constructs, indicators, and various measures.



Iterative review and modifications (until reaching 100% consensus).



AI-assisted systematic review of literature to validate the model & alignment with interventions.

Existing Conceptual Frameworks on Educator Well-Being

- Prosocial Classroom Model (Jennings & Greenberg, 2009)
- Whole Teacher Well-Being Model (Kwon et al., 2020)
- Early Childhood Workforce Well-being Model (Gallagher & Roberts, 2022).
- NIOSH Worker Well-Being Framework (Chari et al., 2018; 2022)
- Nine Senses of Early Childhood Professional Well-being (ECPW Model; McMullen et al., 2020)

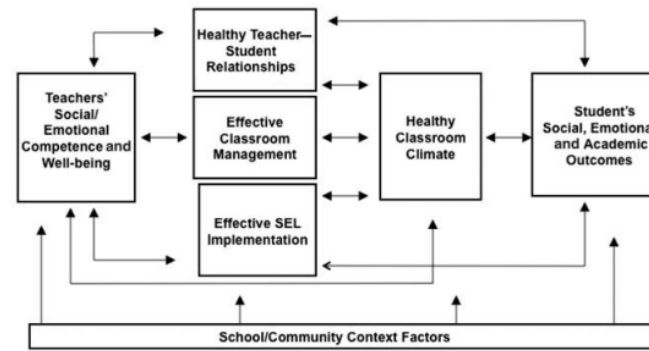
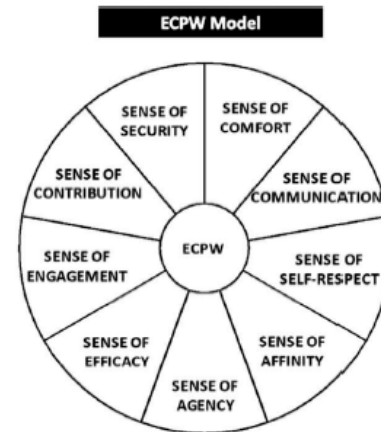
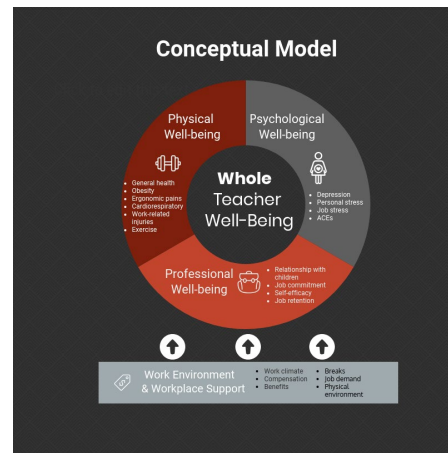


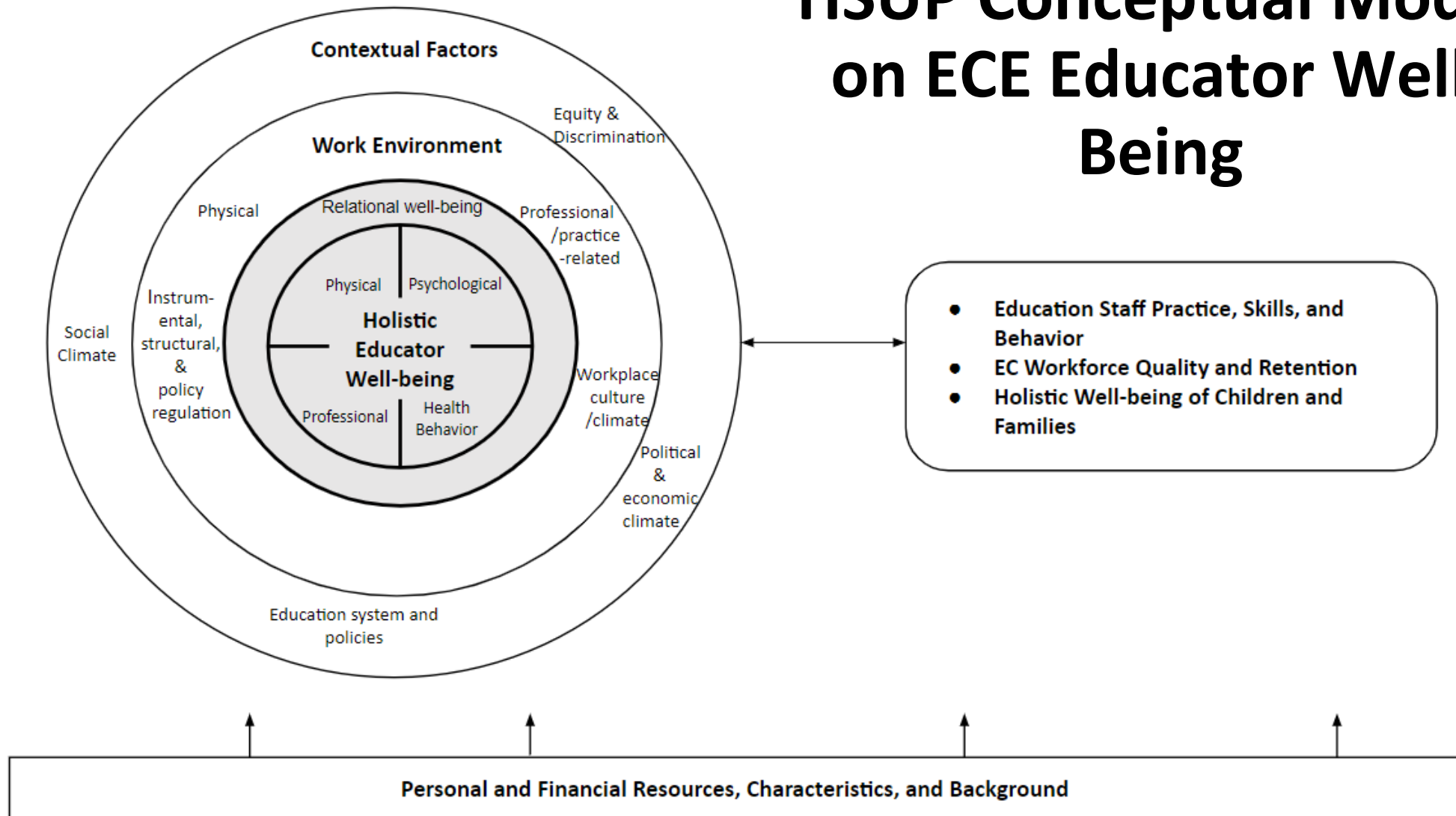
FIGURE 1. *The prosocial classroom: A model of teacher social and emotional competence and classroom and student outcomes.*



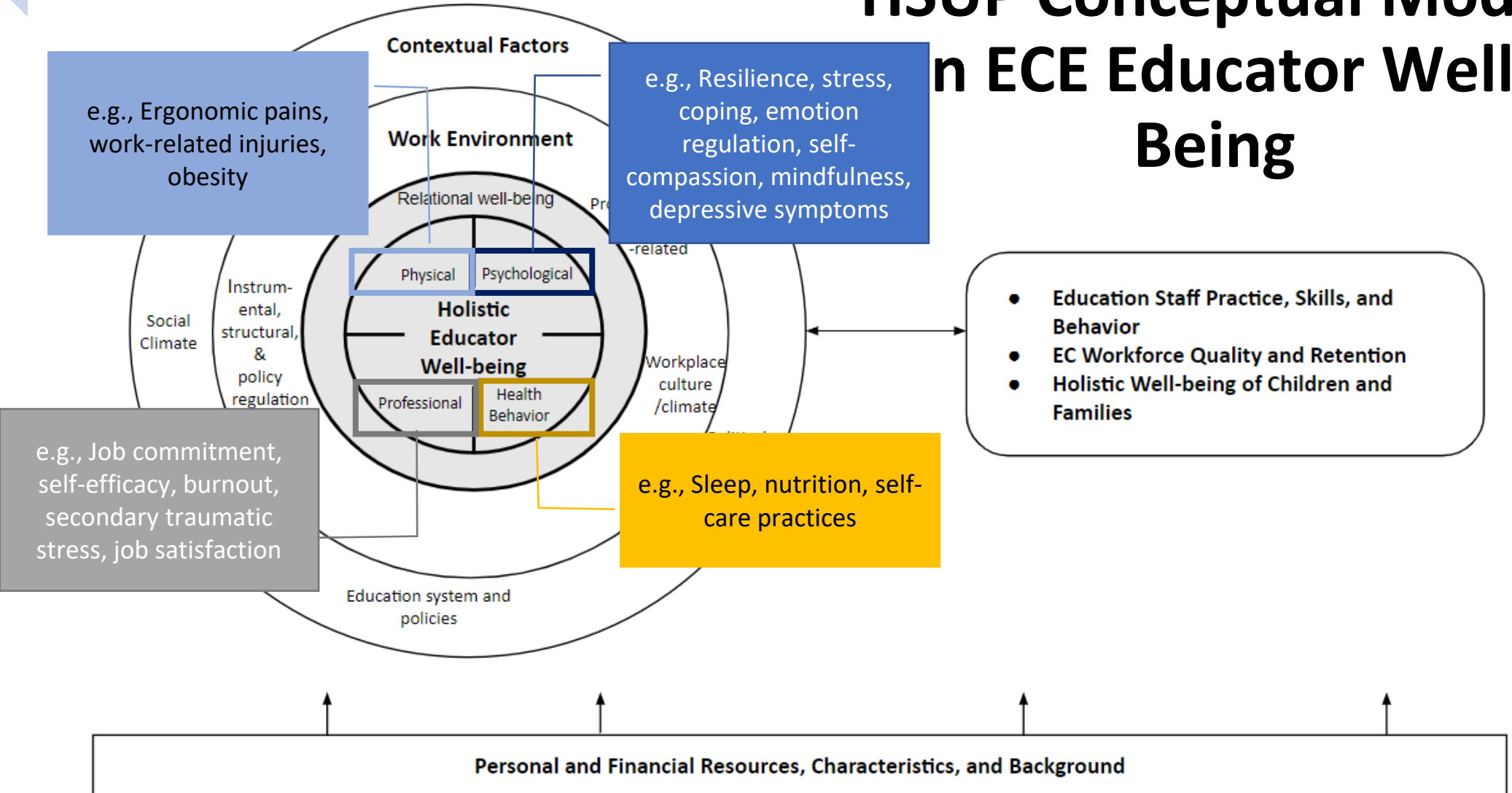


Preregistration:
osf.io/j8xuh

HSUP Conceptual Model on ECE Educator Well-Being



HSUP Conceptual Model on ECE Educator Well-Being



AI-Assisted Systematic Review

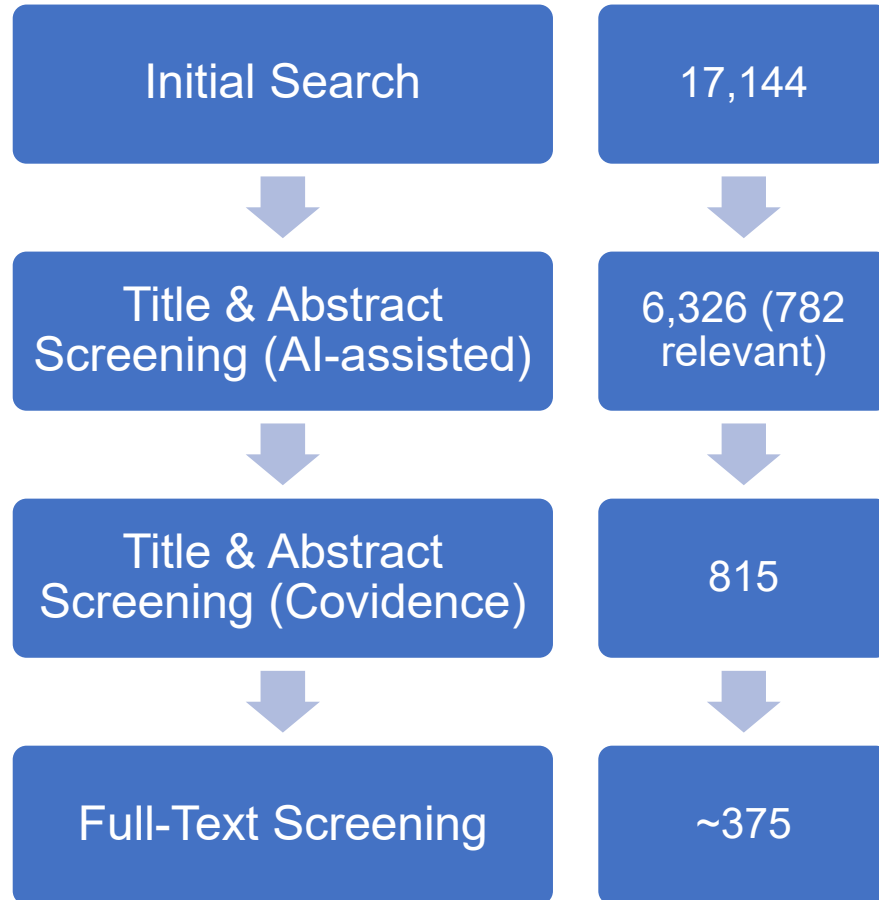
Method: Study Identification

- Published and unpublished studies from January 1, 1990 through January 31, 2023.
- Databases: Academic Search Ultimate, APA PsychINFO, Education Source, and ERIC databases
- Search terms:
 - 1) [Population of interest] educator OR teacher OR “childcare provider” OR “child-care provider” OR staff OR workforce
 - 2) [Context] “early childhood education” OR “early childhood care and education” OR “early care” OR “early education” OR child*care OR “Head Start” OR preschool OR Pre-K OR kindergarten OR nursery OR day*care OR "center-based care".
 - 3) [Well-being domains] psychological OR physical OR professional OR “health behavior” OR social-emotional OR “mental health” OR psychosocial OR well*being
 - 4) [Conceptual terms] well*being OR health OR wellness OR self*care OR challenge OR difficulties OR distress OR competen*

Method: Eligibility Criteria

- Studies could take place **anywhere in the world**, but the manuscript has to be **available in English**.
- Studies should include early childhood educators in full-time-equivalent **teaching** positions who work with children **birth through 5 years old** non-residential **center-based** early childhood settings.
- Studies examining one of the **four domains** of early childhood educators' well-being (i.e., physical well-being, psychological well-being, professional well-being, and health behaviors)
- Studies need to **empirically examine** educators' well-being, either using qualitative and/or quantitative methods. Non-empirical studies such as literature reviews or theoretical frameworks are excluded.

Method: AI-Assisted Screening Procedures



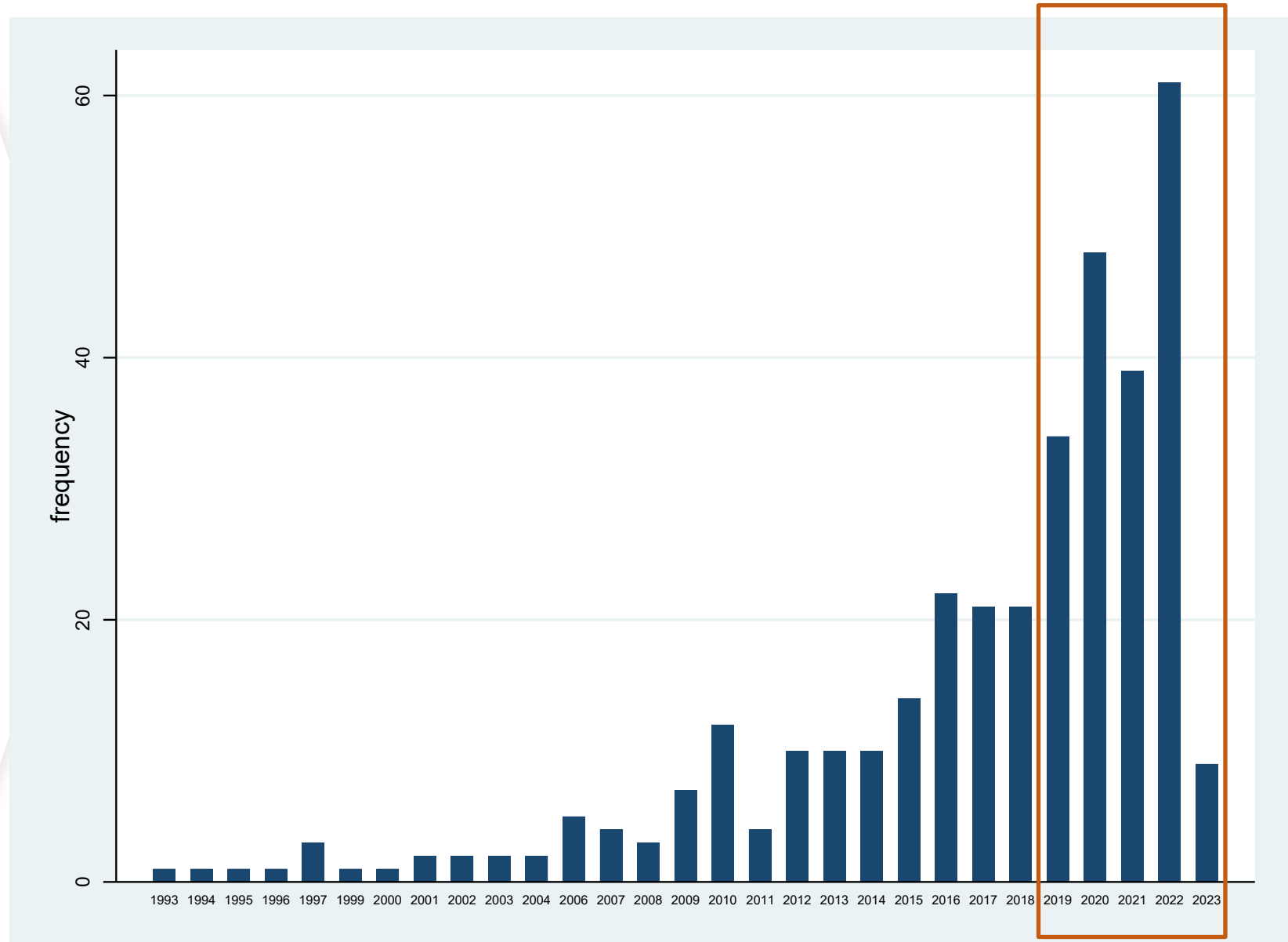
- 8% AI-assisted coding generating ranked order
- 33% initial cut-off
- Title screening until 1,000 consecutive studies are irrelevant

- 782 identified by AI-assisted coding
- Proportion agreement for coding = .89

- Proportion agreement for coding = .84

Preliminary Results

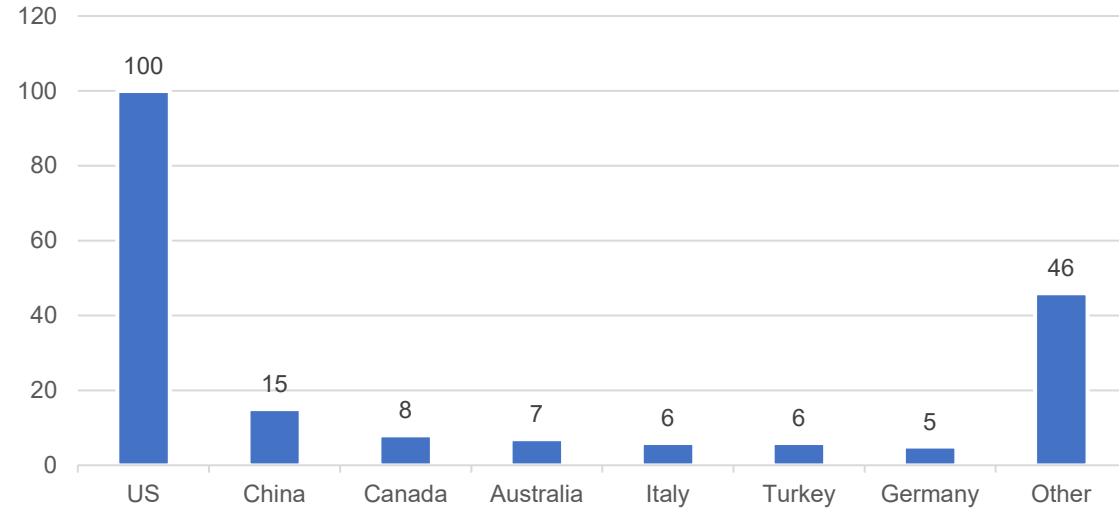
- 351 quantitative studies included
- About 20 more may be included
- 337 unique lead authors
- A growing attention on ECE workforce well-being in the literature



Preliminary Results

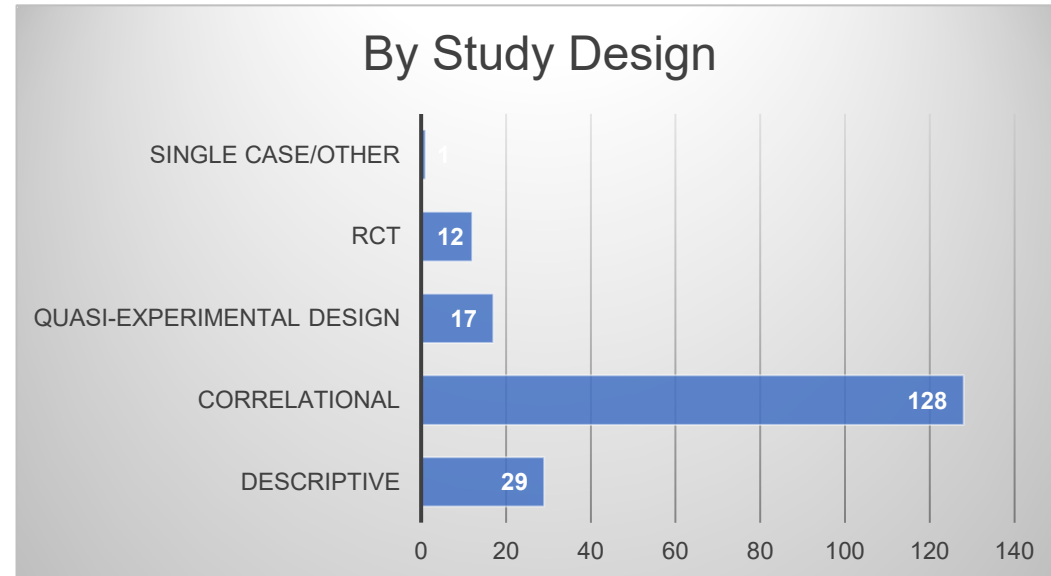
- Coding of ~193 Articles (55%)
- 48% international studies
- 87% descriptive or correlational studies
- 11% of studies (n = 21) included Head Start educators.
- 27% of studies (n = 52) included non-target population.
- 6% (n = 12) COVID-19 related studies
- 17% of studies examined relational well-being as predictors of well-being
- 27% of studies examined work environments as predictors of well-being

By Country



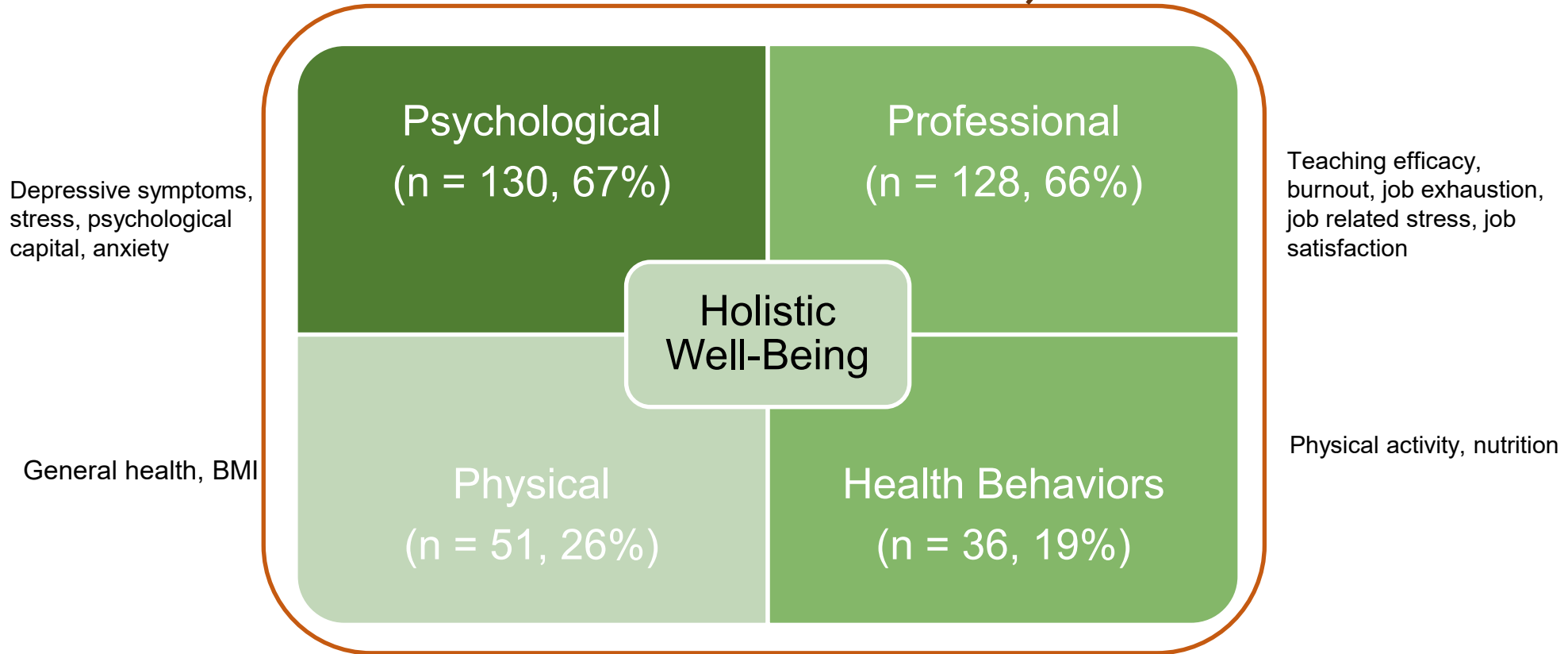
Other countries included Bangladesh, India, Norway, Belgium, Bosnia and Herzegovina, Croatia, Denmark, England, Finland, France, Ghana, Greece, Hong Kong, Hungary, Iceland, Japan, Mexico, Netherlands, Norway, Russia, Slovenia, South Korea, Spain, Sweden, Taiwan

By Study Design



Preliminary Results (n = ~193)

- All domains: 3% (n = 6)
- Three domains: 14% (n = 27)
- Two domains: 45% (n = 86)
- One domain: 35% (n = 68)



Added indicators: Voice disorder, sun risks, COVID fears, others being sick at work

Preliminary Reflections from Systematic Review

- A growing attention on ECE workforce well-being in the literature.
- Studies consistently find that ECE educators' well-being and working conditions are poorer than other educators' experiences.
- Many studies focus on one or two aspects of well-being (e.g., nutrition, mindfulness, stress, self-care).
- Most of studies are correlational and cross-sectional.
- Limited studies on holistic and interdisciplinary approaches to understand ECE educator well-being and working conditions (e.g., measures)
- Only ~30 intervention studies - No holistic evidence (e.g., mindfulness, physical activity)

Consortium
Interventions



Thank You!

Contact:

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Role of ECE Educators



Image downloaded from
<https://www.educationdegree.com/articles/early-childhood-education-rewarding-career/>

- ECE teachers create safe, nurturing, and learning environment that can help foster children's EF.
- Emotionally healthy teachers are better able to provide sensitive caregiving and positive guidance on children's behaviors (Jennings & Greenberg, 2009).

Our Vision

- Put educators in the center of discussion.
- Facilitate collaboration between six HSUP Grantees through a consortium model.
- Develop a workforce well-being framework that exclusively focuses on center-based educators who educate and care for children from birth to age 5.
- Capture holistic well-being of early childhood educators from interdisciplinary perspectives.
- Consider the importance of contextual factors and ECE system.
- Link with measures to create cohesiveness between the model and future empirical research.
- Draw actionable implications.

Existing Models on (Educator) Workforce Well-being

Prosocial Classroom Model

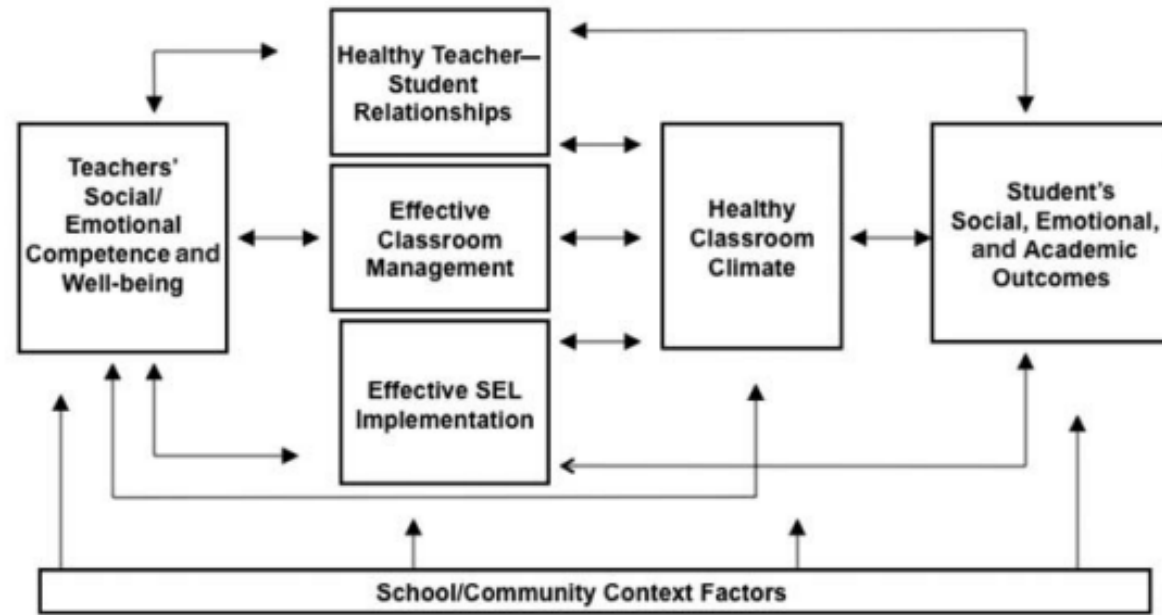
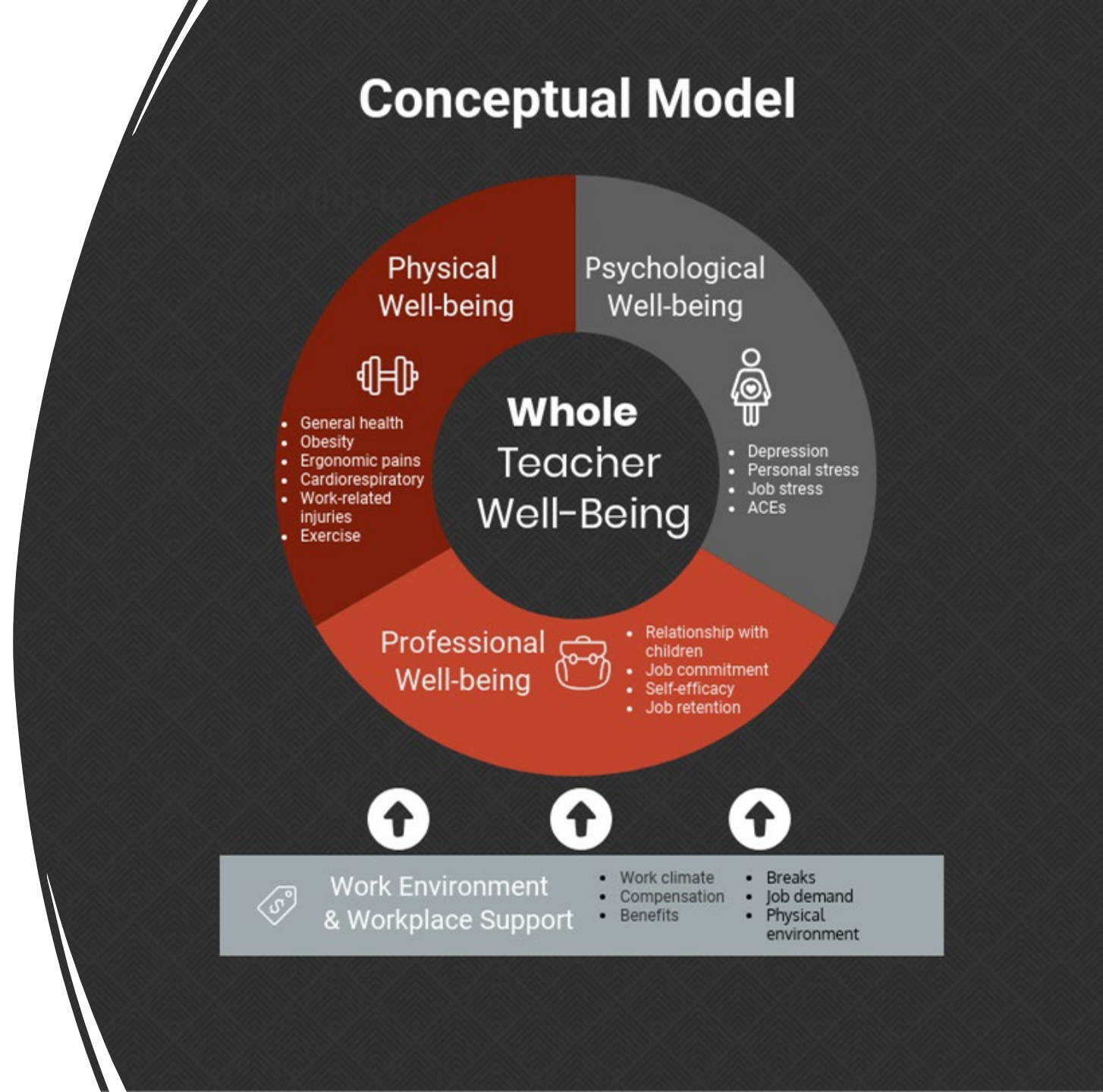


FIGURE 1. *The prosocial classroom: A model of teacher social and emotional competence and classroom and student outcomes.*

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research, 79*(1), 491-525.

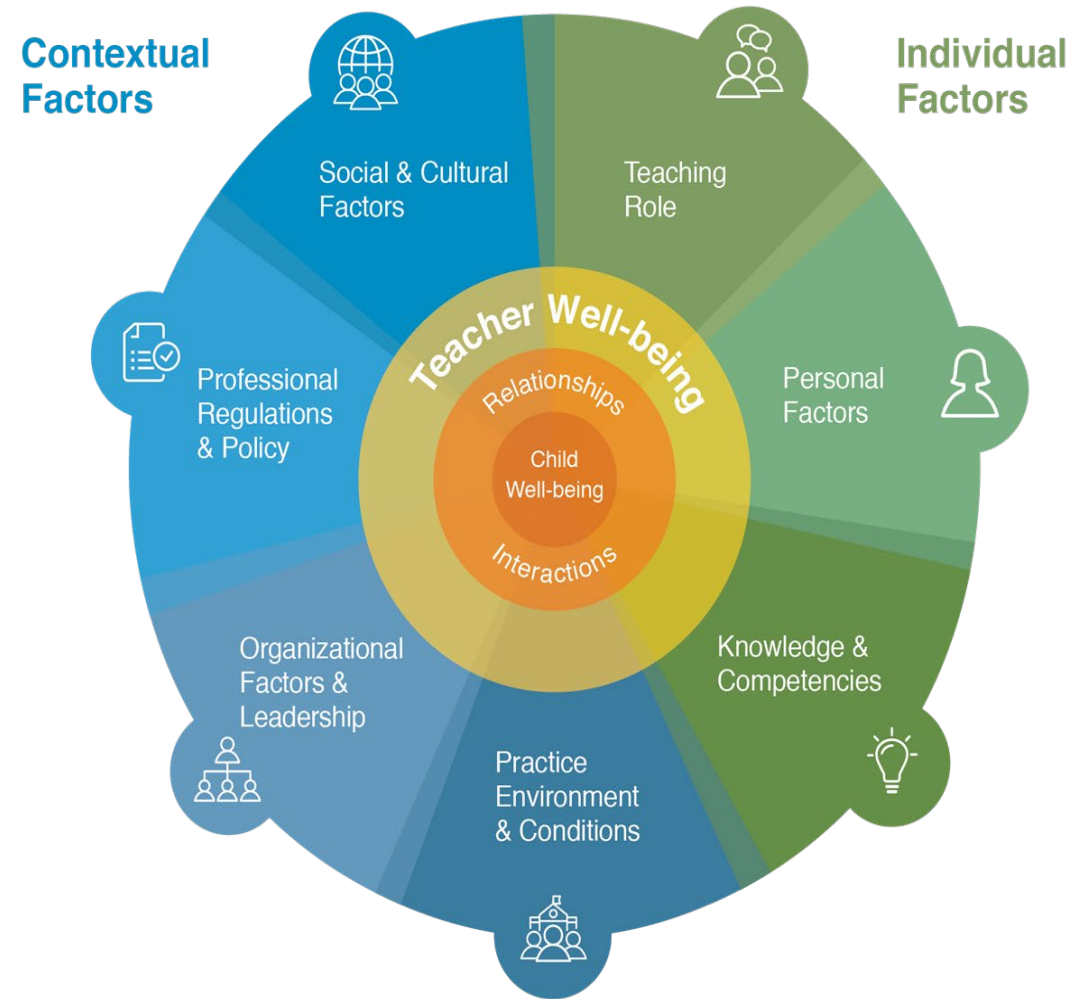
Whole Teacher Well-Being Model from Happy Teacher Project

Kwon et al. (2020). Neglected elements of a high-quality early childhood workforce: whole teacher well-being and working conditions. *Early Childhood Education Journal*, 1-12.



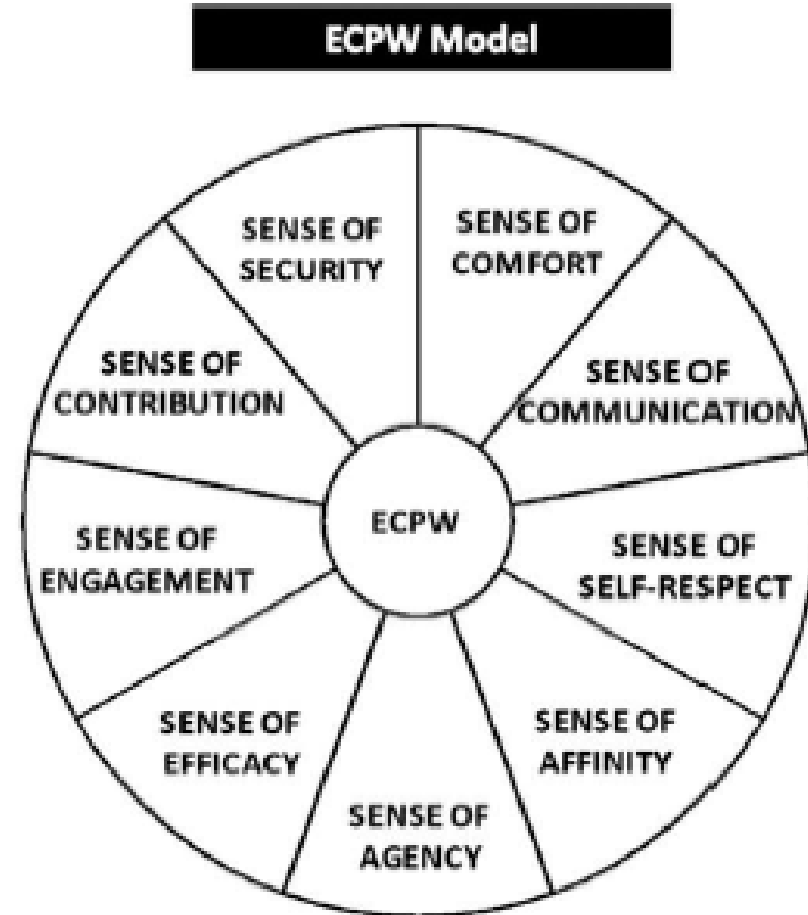
Early Childhood Workforce Well-being Model

Gallagher, K.C. & Roberts, A.M. (2022). Early Childhood Professional Well-Being: An Ecological Framework. Retrieved from the Buffett Early Childhood Institute website: buffettinstitute.nebraska.edu/research



Nine Senses of Early Childhood Professional Well-being (ECPW Model)

McMullen, M. B., Lee, M. S., McCormick, K. I., & Choi, J. (2020). Early childhood professional well-being as a predictor of the risk of turnover in child care: A matter of quality. *Journal of Research in Childhood Education*, 34(3), 331-345.

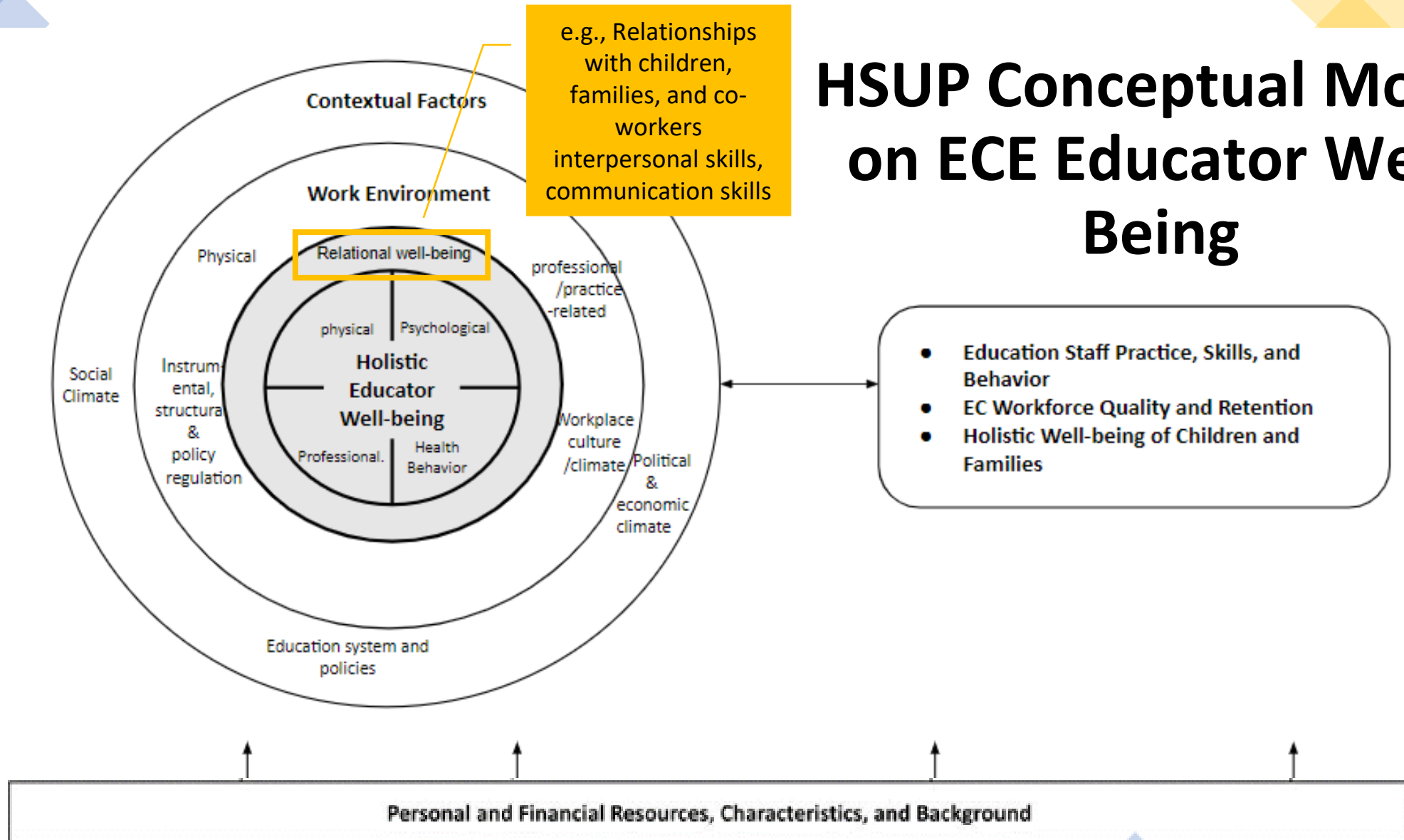


NIOSH Worker Well-Being Framework

Framework: Chari et al. (2018)
Questionnaire: Chari et al. (2022)

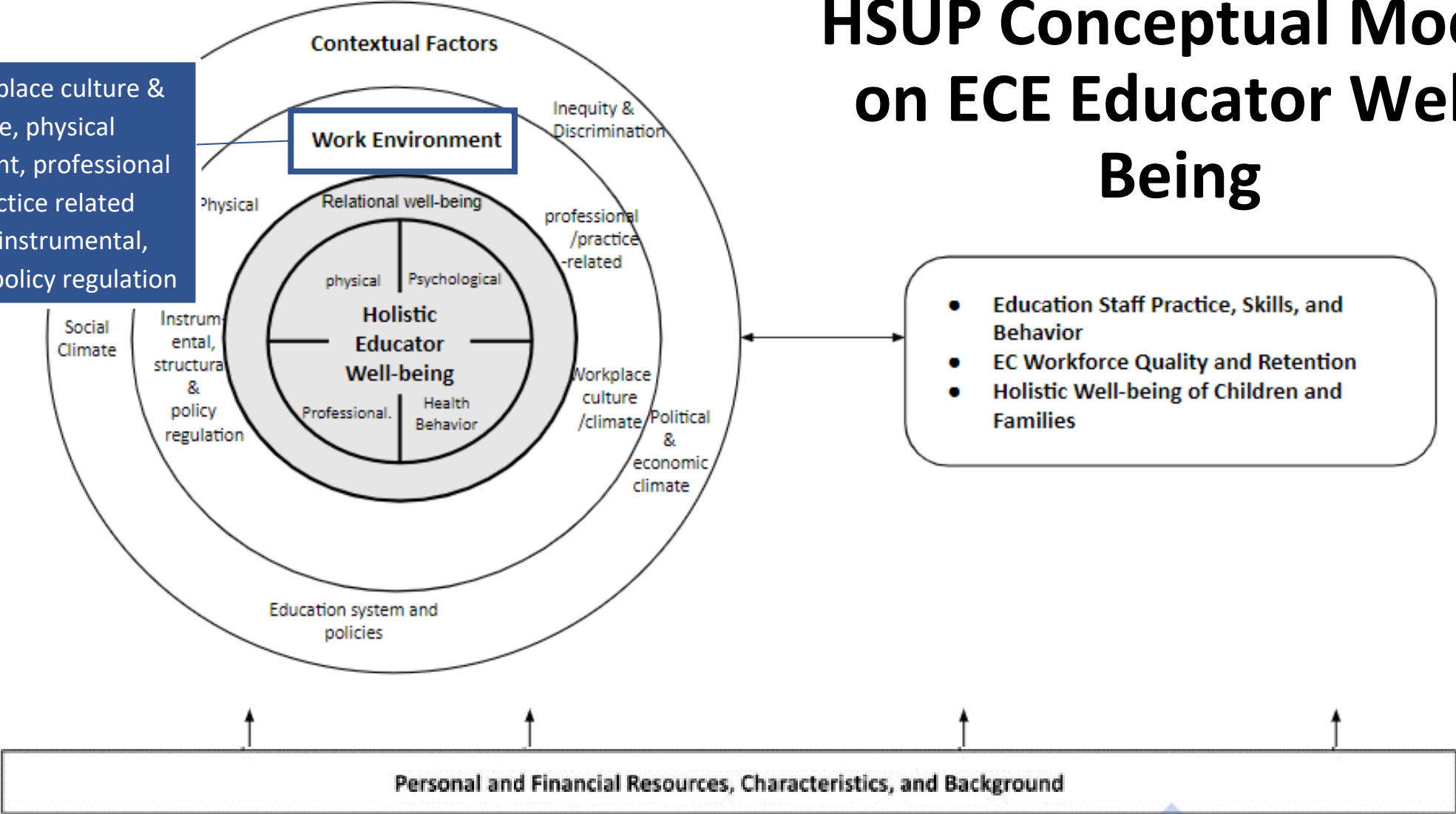


HSUP Conceptual Model on ECE Educator Well-Being

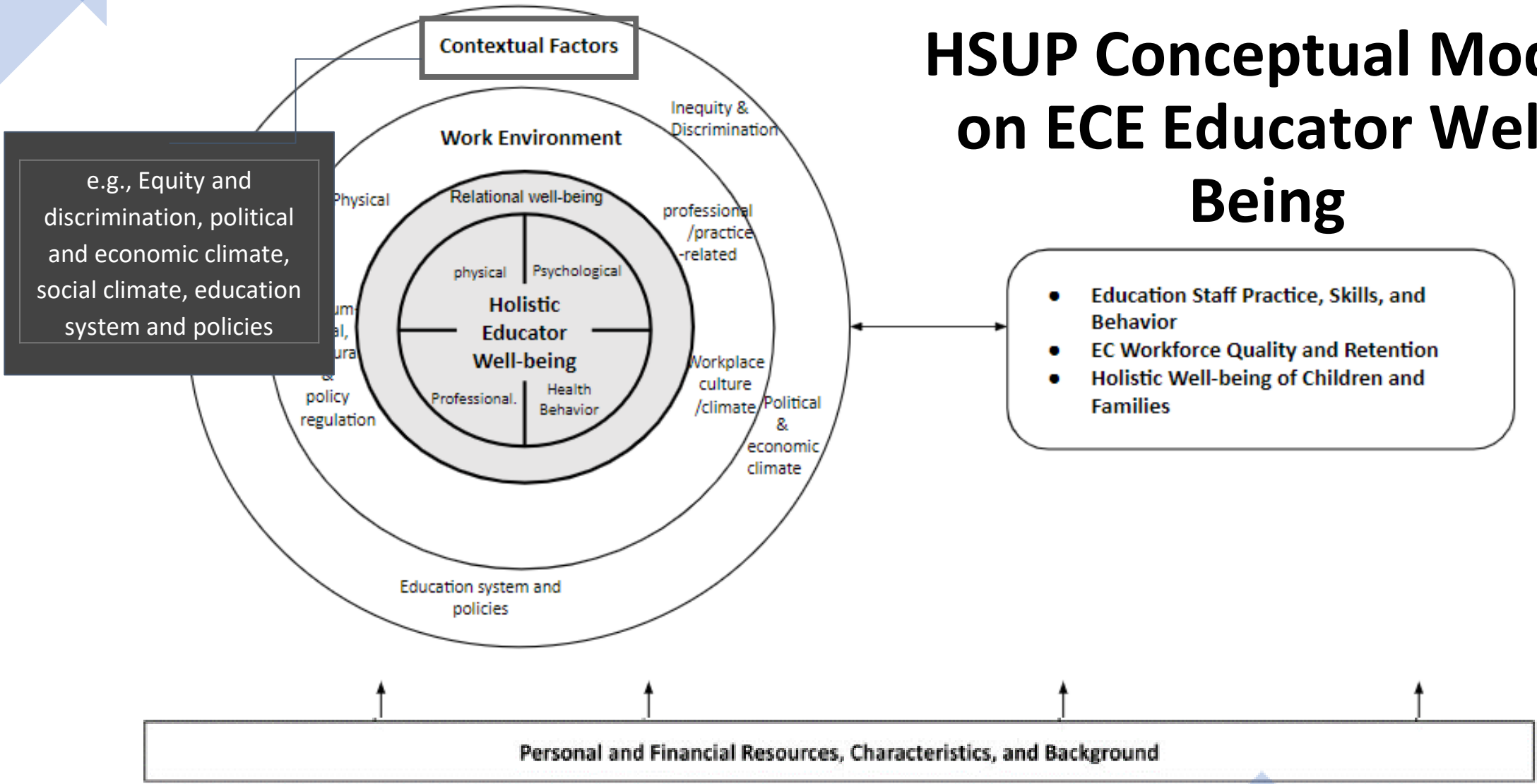


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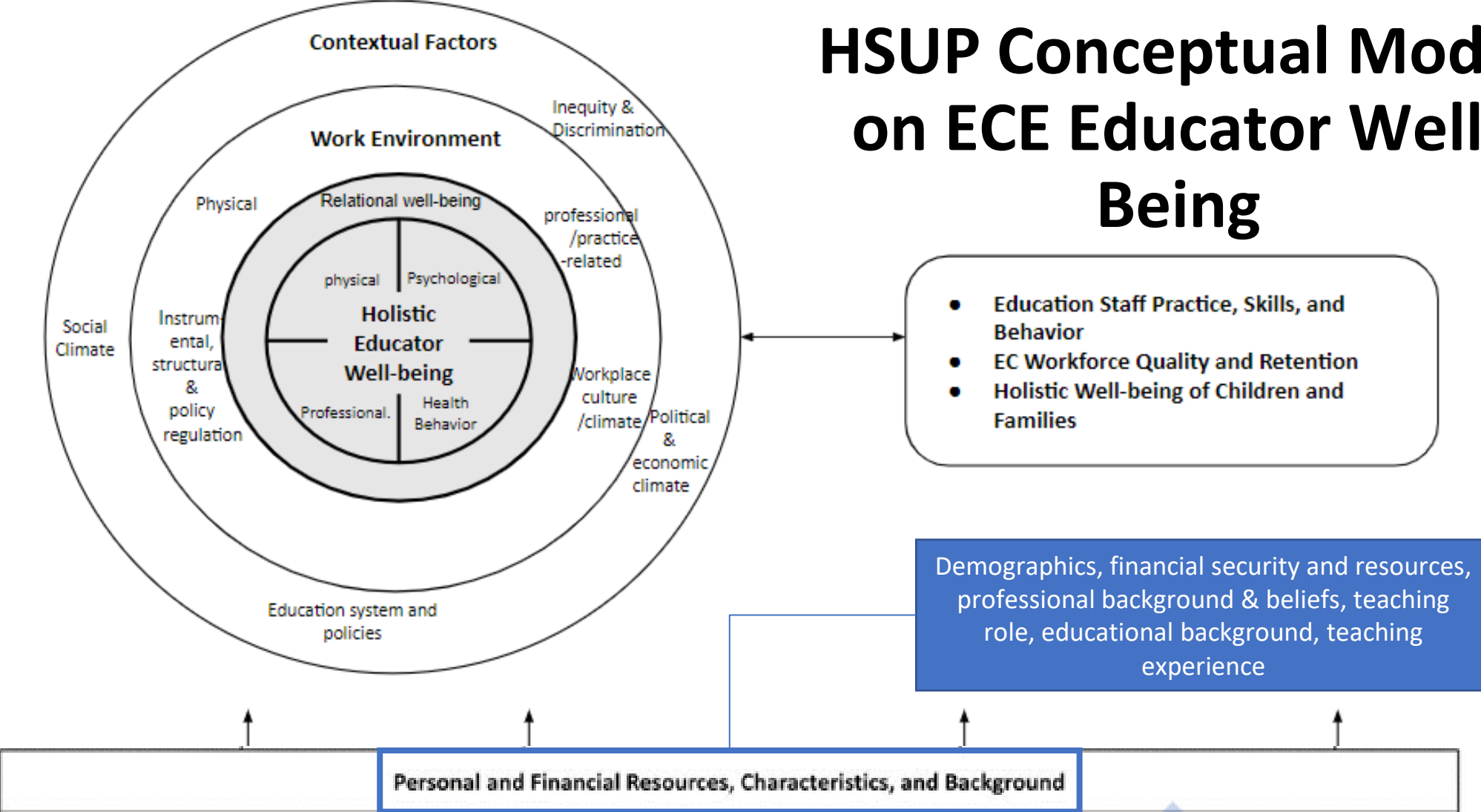
e.g., Workplace culture & climate, physical environment, professional and practice related support, instrumental, structural, policy regulation



HSUP Conceptual Model on ECE Educator Well-Being



HSUP Conceptual Model on ECE Educator Well-Being



Method: AI-Assisted Screening Procedures

