

**Affirmed,
Valued,
Esteemed:**

**AVenue to
Equity in Early Childhood
Education Workforce**

Presenters:

**Angela A. Wilson,
Brenda K. Williamson, and
Valerie Jarvis McMillan**

*2023 Infant & Early Childhood Mental Health Consultation
Conference*
November 7, 2023



Meet the Presenters



Angela A. Wilson
Esteem Life Coaching
Educational Consultant



Brenda K. Williamson
Educational
Consultant



Valerie Jarvis McMillan
Associate Professor
NC A&T



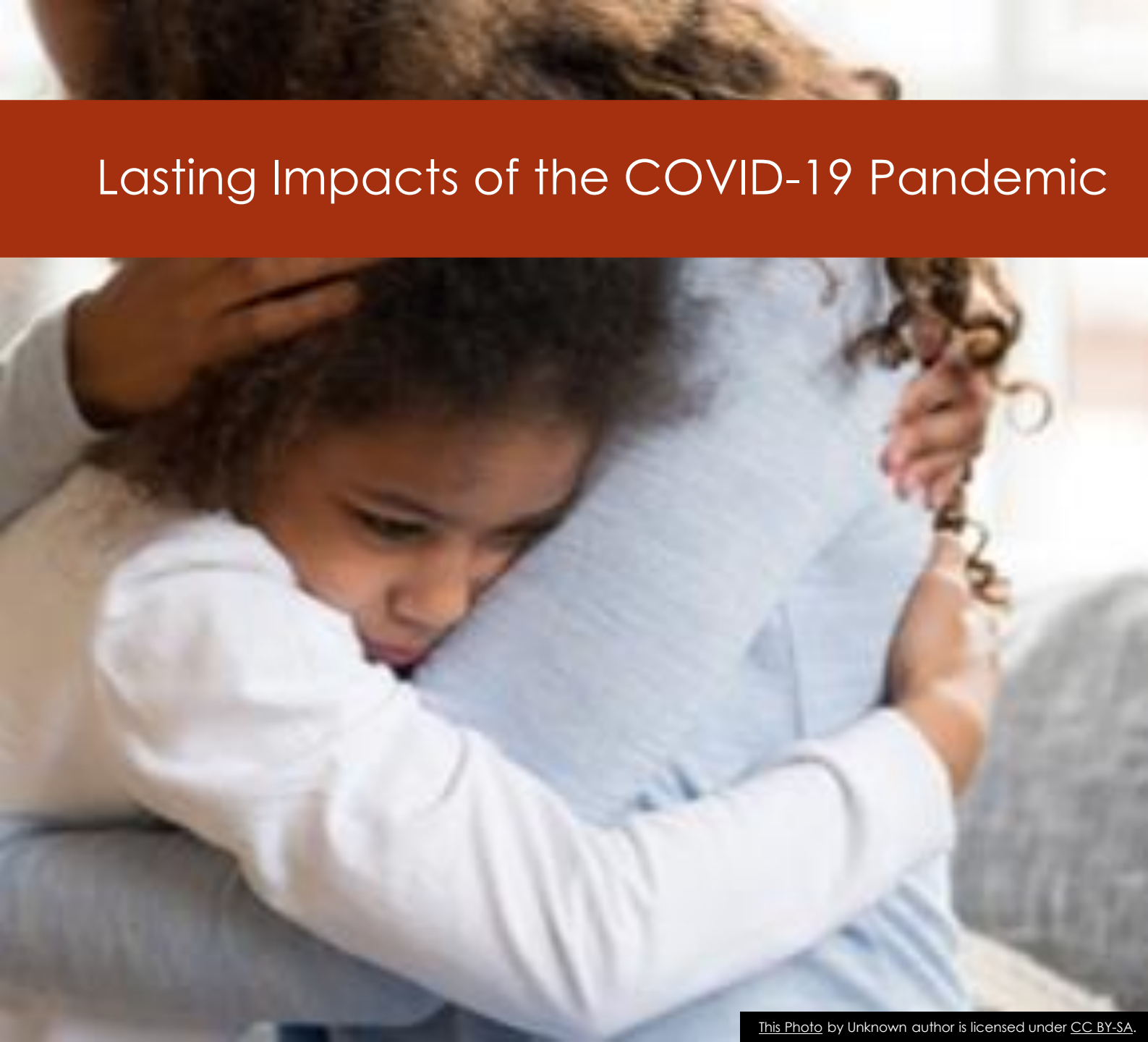
In today's session, we will:

- 1. Spotlight overlooked issues and concerns that adversely impact educator burnout, mental health, retention, and overall teaching performance of Early Childhood personnel who identify as Black, Indigenous, People of Color (BIPOC).
- 2. Describe the benefits of building emotional capacity and self-efficacy through personal life coaching services.
- 3. Discuss a paradigm shift in the Early Care and Education System with focus and responsiveness to equity and personal & professional development (P&PD) in the workforce.
- 4. Describe the role and services that are provided by life coaches.

Icebreaker



List at least 3 emotions you think an early childhood educator may experience at the end of their workday.

A photograph of a young girl with dark, curly hair being held by an adult. The girl is looking down and has a somber expression. The adult's hands are visible, one supporting her head and the other holding her arm. The background is blurred.

Lasting Impacts of the COVID-19 Pandemic

► "Pervasive structural inequities across the early care and education workforce have been deepened by the pandemic, with Black, Hispanic, and Native American populations experiencing higher rates of COVID-19 infection, hospitalization, and morbidity" (p.1).

(Johnson, A. D., Phillips, D. A., Partika, A.C., & Castle, S., 2020)

The Struggle is Real!

- "Job stress, burnout, and depressive symptoms are commonly reported by early educators and are associated with both diminished quality of learning environments and high job turnover."

(Tout, K. 2021, para. 4).



Stories from the Field





**How can we promote equity in
ECE and help educators feel
affirmed, valued, and
esteemed, while
enhancing their mental health
and wellness?**

Tiers of the Pyramid Model

➤ The model is supported by an **Effective Workforce**. The foundation of the Pyramid Model is centered on the systems and policies necessary to attract, secure, and retain a workforce that adopts, implements, and sustains all of these evidence-based practices.

➤ **Nurturing and Responsive Relationships**

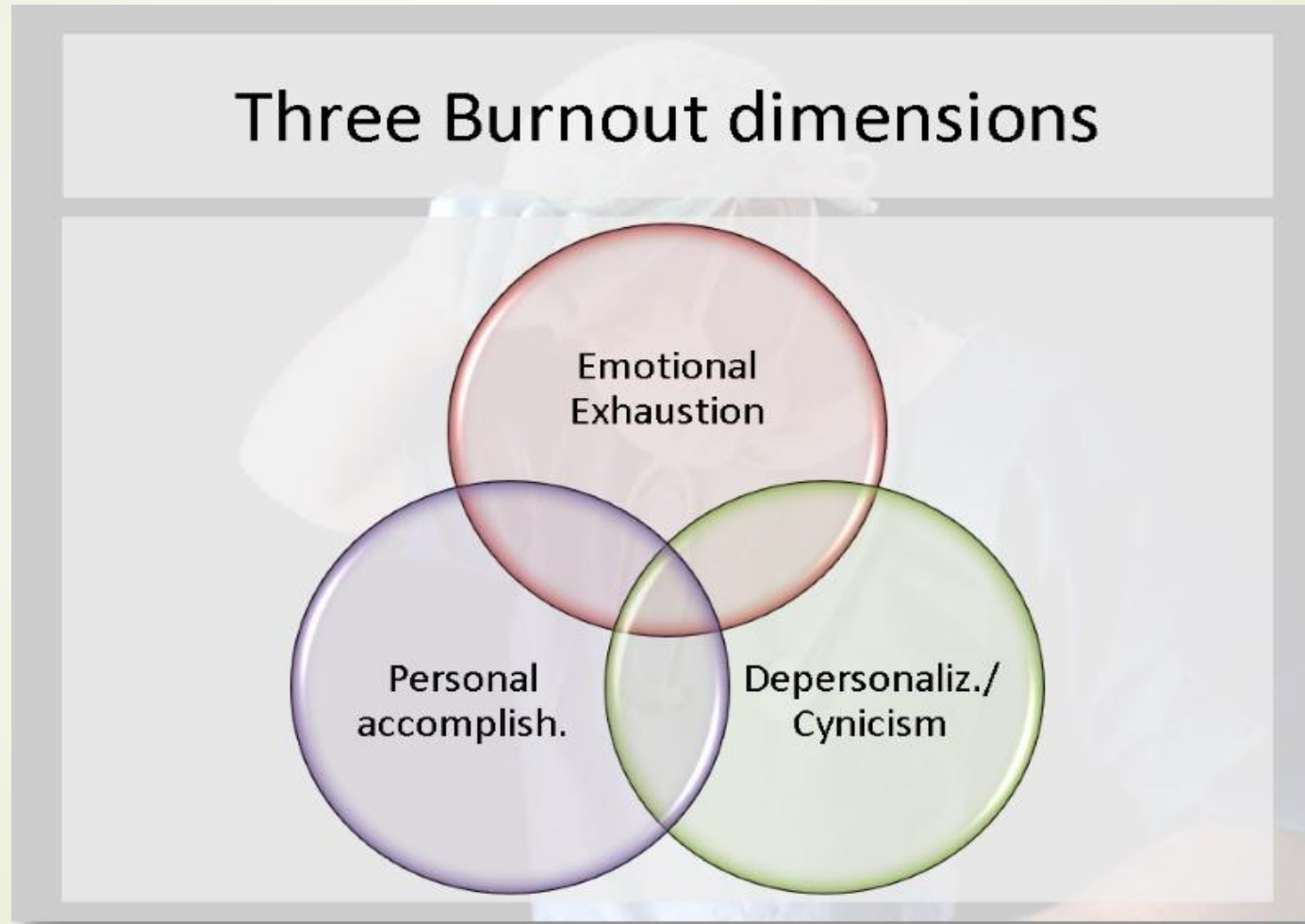
- Essential to healthy social development
- Includes relationships with children, families and team members



Tiers. (n.d.). National Center for Pyramid Model Innovations.
<https://challengingbehavior.org/pyramid-model/overview/tiers/>

Maslach Burnout Inventory

Teachers are barely hanging on. They need help!



Life Coaching Promotes Positivity!



Support for **capacity building** and personal growth



A positive, **safe space for emotional sharing**...absent of judgement or punitive responses



A **dependable support system** when "life" happens



A **listening ear**, an encouraging word, a sounding board to help unlock the answers inside



Life Coaches are not therapists.

ECE Systems: A Need for a Paradigm Shift

Personal and Professional Development (P&PD)



Model Workforce Standards (MWS), 2019

Describes a high-quality work environment for early educators in center-based childcare programs.

- 
- 1) Wages
 - 2) Benefits
 - 3) Employment Policies and Practices
 - 4) Payment for Professional Responsibilities
 - 5) Professional Development
 - 6) Staffing and Teaching Supports
 - 7) Communication and Team Building
 - 8) Decision Making and Problem Solving
 - 9) Health, Safety, and Physical Setting

9.11 The program provides in-service training for staff on management of stress and other issues relating to physical, emotional, and mental well-being.

Big Takeaways

1. The COVID-19 Pandemic continues to adversely impact the mental and physical health status of Early Childhood educators who identify as Black, Indigenous, People of Color (BIPOC).
2. An educator's mental well-being has a direct impact on their overall teaching performance and student outcomes.
3. Emotional capacity can be built through personal life coaching services.
4. A paradigm shift in the Early Care and Education System with focus and responsivity to equity and P&PD, personal and professional development.

Thank you!
Contact us by scanning the QR Code



Resources

Jeon, L., Buettner, C. K., & Snyder, A. R. (2014). Pathways from teacher depression and child-care quality to child behavioral problems. *Journal of Consulting and Clinical Psychology*, 82, 225–235.

Jeon, L., Buettner, C.K., Grant, A.A., & Lang, S.N. (2019). Early childhood teachers' stress and children's social, emotional, and behavioral functioning. *Journal of Applied Developmental Psychology*, 61:21–32.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178-187.

Kwon, K.A., Jeon, S., Jeon, L., & Castle, S. (2019). The role of teachers' depressive symptoms in classroom quality and children's developmental outcomes in Early Head Start programs, *Learning and Individual Differences*, 74, 101748.

Maslach, C., Jackson, S.E., & Leiter, M.D. (Eds.). (1996). *Maslach Burnout Inventory* (3rd ed.). Consultant Psychologist Press. Retrieved from https://www.lstmed.ac.uk/sites/default/files/content/blogs/files/MBI_self_assessment_for_organisations.pdf.

Sandilos, L. E., Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms? *Early Childhood Research Quarterly*, 42, 280-290.

Whitaker, R., Dearth-Wesley, T., Gooze, R. (2015). Workplace stress and the quality of teacher–children relationships in Head Start. *Early Childhood Research Quarterly*, 30:57–69.

This product was developed [in part] under grant number 1H79SM082070-01 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.