The Importance of Early Educator Well-being



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MISSION

NCAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

VISION

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

PRIORITY INITIATIVES

Through professional development opportunities, resources, collaboration and advocacy, NCAEYC will positively and significantly impact:

1. DEVELOPMENTALLY APPROPRIATE PRACTICE ACROSS 0 - 8 SPECTRUM

An approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education; its framework is designed to promote young children's optimal learning and development—
"As a teacher, I am the defining element in the classroom..." "Haim Ginott

- Effective teaching practices grounded in DAP for all children 0 8
- · Supporting healthy brain growth and development
- Alignment of teaching and curriculum standards with DAP; NC Foundations of Early Learning
- Alignment of practices, standards, policies, and systems across 0 8 spectrum
- Connecting practitioners and leaders across 0 8 spectrum

2. WELLNESS AND WELL-BEING OF CHILDREN AND ADULTS

The quality or state of being healthy in body and mind, especially as the result of deliberate effort. Grown-ups must be well to help children be well—"Take care of yourself so you can take care of others."

- · Importance and implications of wellness and well-being
- Mindfulness and wellness practices for educators
- · Trauma-informed care and education; Mental Health First Aid
- Conscious Discipline and The Pyramid Model
- Access to physical and mental health care and resources

3. PROFESSIONALISM OF EARLY CHILDHOOD PRACTITIONERS & PROFESSIONALIZATION OF THE FIELD

Professionalism (adjective): skills, knowledge, attributes, behaviors, perspectives, conduct. Professional (noun): meeting defined standards, requirements, educational levels & receiving commensurate compensation and benefits—"I am an Early Childhood Professional, not a baby:"

- Defining and promoting Professionalism—Skills, Knowledge, Attributes
- · NAEYC's "Power to the Profession"—Defining Roles, Standards & Requirements
- NAEYC's Code of Ethical Conduct
- Advocacy opportunities to inform policy, advance the field, and impact compensation and benefits
- · Growing and connecting practitioners and leaders through high quality adult education











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Purpose. Passion. Professionalism.



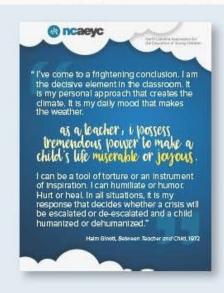


Priority Initiative

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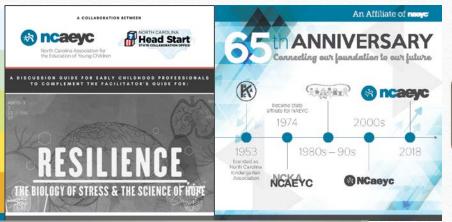
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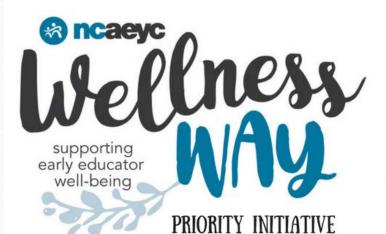
NCAEYC is creating "DAPA, Developmentally Appropriate Practice for Adults" through connected, intentional, strategic, cumulative professional development experiences within a strong professional network.











Through professional development opportunities, resources, collaboration, advocacy and a strong membership network, NCAEYC will positively and significantly impact "Wellness and Well-being of Children and Adults."



Watch with your colleagues and create ongoing conversations.

Join us in impacting program quality by supporting teacher well-being.

WEBINAR SERIES

Click here to register! visit: www.ncaeyc.org

Attend one or both:

Thursday, February 22nd 1:00-2:00 pm

"What is Well-being and

Why is It Important for Early Educators?"

Thursday, March 22nd 1:00-2:00 pm

"Supporting Well-being
in Yourself and Others"



What are Well-being and Wellness and Why are they Important?

Wellbeing is...

Experiencing a high quality of life!

Where you thrive at work and at play, personally and professionally, in your relationships with others.

"Wellness is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."

The World Health Organization

- **✓** Active Process
- ✓ State of ConsciousnessINTENTIONAL awareness & choices
- ✓ Open to greater potential
- ✓ Multidimensional and holistic
- ✓ Positive, proactive and affirming



Wellness Influences ...

a individual's views and responds to self, others and the world around them!

a individuals self-esteem, self-control, and determination as a sense of direction;

a individual's approaches play, school and employment

a individual's development of belief systems, values, and perspective and participation related to a world-view

a individual's contribution to home school, community and the in which she/he lives and learns within-social networks.

a individual's creativity and stimulating mental activities, and sharing your gifts with others.



Education and Experiences
Access and Availability
Opportunities , History
Tradition ,Religion & Culture
Rituals and Routines

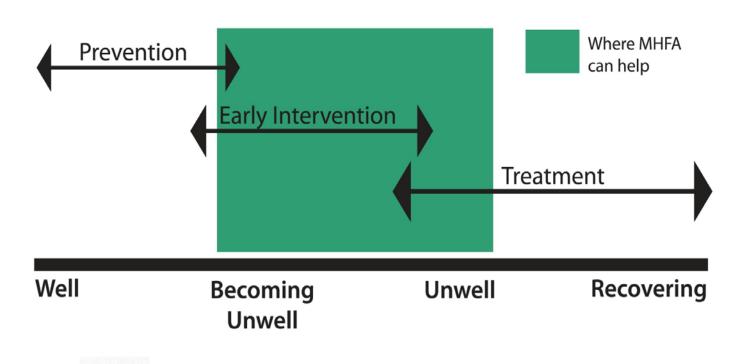




Power, Privilege, Position

Possibility and Promise

Spectrum of Mental Health Interventions



Spectrum of mental health interventions from wellness to mental disorders and through to recovery, showing the contribution of MHFA



Be Well

Teacher

- Decision-making
- Classroom Management
- Assessment and Screening
- Observation and Noticing
- Planning Curriculum
- Create Learning Environment
- Individualization
- Intentional- Responsive Instruction
- Child-Guided Experiences- Inside and Outdoors
- Guide-Behavior
- Time Management
- Organization
- Communication
- Recording and Recordkeeping
- Leadership and Mentoring
- Educating and Advocacy

Welcome To A DAP classroom









Every kid needs a Champion





Pierson, Rita(2013) Every kid needs a champion https://www.youtube.com/watch?v=SFnMTHhKdkw

Be Well Children

- Consistency and Predictability thorough Routine, Rituals and Responses
- Child-guided vs Adult-guided activities and experiences
- Value in the age, development and culture of the children within
- Curriculum will embrace inclusion, diversity and culture
- Materials, supplies and equipment will be accessible
- Daily schedule and environment will reflect the children interest and needs





- ✓ Better peer interactions;
- √ Fewer behavior problems;
- ✓ More motivation and persistence;
- ✓Increase literacy;
- ✓ Enhance cognitive skills and vocabulary gain through daily parent-child reading

Fantuzzo,J., McWayne.C., and Perry, M. (2004) Ralkes, H, Luze,G., Brooks-Gunn, J., Raikes ,H.A, Pan, B.A., Tamis-Lamold, C.S. et al. (2006)

Be Well Families

- Establish an open, on-going, reciprocal and responsive partnership and communication system
- Promote opportunities to shift from Involvement to Engagement
- Increase opportunities to Educate, Enrich and Empower families .



- A better understanding of the children and families;
- ✓ Information to meet needs of each child;
- Positive interactions with parents;
- Deep relationship with families
- Support and resources for the program

Take care of yourself so you can take care of others.







Part 2: Supporting Well-being in Yourself & Others March 22 1:00-2:00 pm

Be well 💚

www.ncaeyc.org

"It's the rest in a piece of music that gives it resonance and shape."

Pico lyer

TEDBooks