

NEW



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EARLY CHILDHOOD TEACHING: From Easing Stress to Increasing Engagement
Rekindle Your Passion: Self-Care Practices for Early Childhood Educators




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Our presenter



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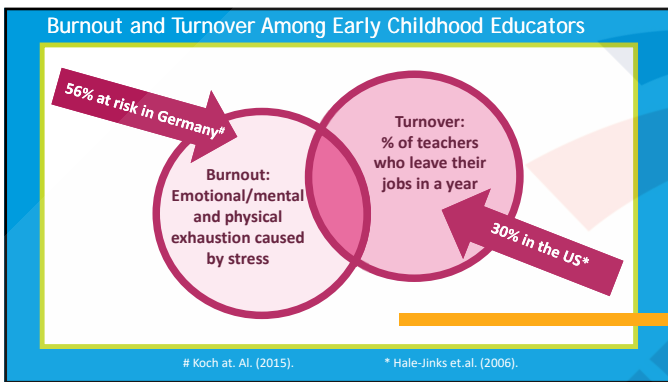
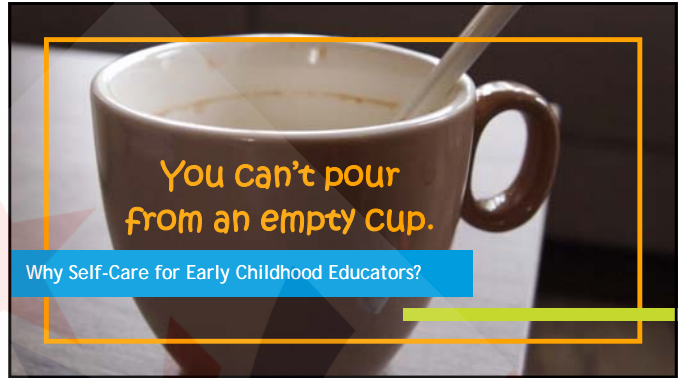
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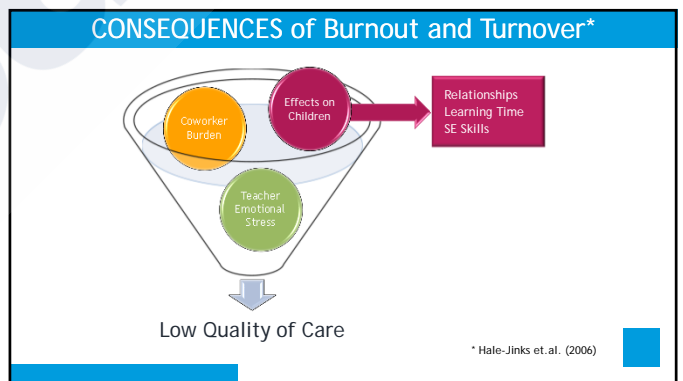
Assisting today's presenter

Today's Objectives

- Understand self-care and signs of burnout to establish protective elements to meet the daily challenges of the job.
- Recognize the major sources of stress and potential burnout to address your specific needs.
- Envision self-care practices and create a self-compassionate mindset to cultivate health and well-being.



- ### COMMON SOURCES OF Job Stress*
- Physical demands
 - Emotional demands (challenging children)
 - Low recognition
 - Difficult relationships with parents and coworkers
 - Pressure to produce outcomes in little time
- * Hale-Jinks et al. (2006).



Childcare providers have higher rates of depression than the general population. Those caregivers who have symptoms of depression are more likely to be detached, insensitive, and interact less with children in their care than other caregivers
(Hamre & Planta, 2004)

The Importance of Educator's Emotional Wellbeing

- Work stress is associated with more conflict in teacher-child relationships

(Whitaker, Dearth-Weasly, & Goose, 2015).

The Importance of Educator's Emotional Wellbeing

Teaching social-emotional skills involves identifying, labeling and exploring feelings and appropriate ways to manage them. For this, teachers need to express their own feelings and model/teach healthy self-regulation strategies. Much emotional energy is required, particularly with students at risk, and with background of abuse and/or trauma.
(Abukishk & Bermudez, 2016)

Why is emotional wellbeing necessary?



How do I know when I am experiencing job burnout?

1. Emotional exhaustion (overextended)
2. Emotional distance from the children/parents
3. Lacking sense of accomplishment

How often and how intensely do you feel this way?

Additional Red Flags of Burnout

- fatigue
- hopelessness
- Irritability/over-sensitivity
- lack of enjoyment
- physical pains/illness
- decreased creativity
- apathy

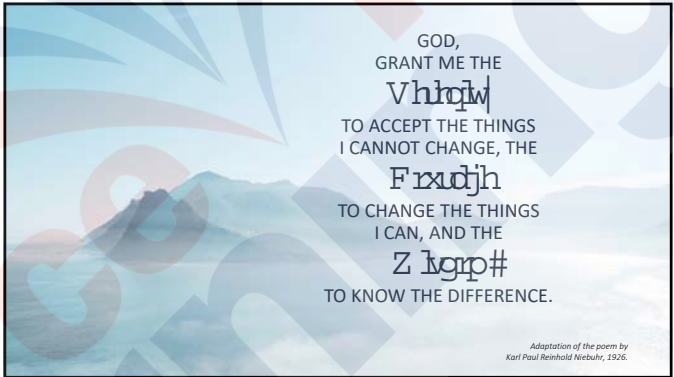


Teachers can improve their emotional wellbeing with:

- Training for teaching competence and stress management *(Jeon et al., 2018).*
- Regular rejuvenation strategies for mind and body *(Carson et al. 2017).*
- Positive-supportive work environment that offers social-emotional consultation and training *(Zinsser et al. 2016).*

Prevention works!!!







- Healthy daily habits (sleep, food, drinks, etc.)
- Attend professional trainings in topics you need.
- Regular relaxation: recreation, exercise, yoga, meditation, massage, art, music...
- Spirituality or faith
- Define personal boundaries: Say "no" and pick battles.
- Delegate, ask for help.

Suggestions of Self-Care Practices



- Strengthen network of support: create an informal support group, reach out for mentors, and become a mentor.
- Habit: one self-nurturing activity per day.
- Transition from work to home with rituals.
- Take mental health day.

Suggestions of Self-Care Practices

“Almost everything will work again if you unplug it for a few minutes, including you.”

—Anne Lamott

Suggestions for Early Learning PROGRAM ADMINISTRATORS To PREVENT Educator Burnout

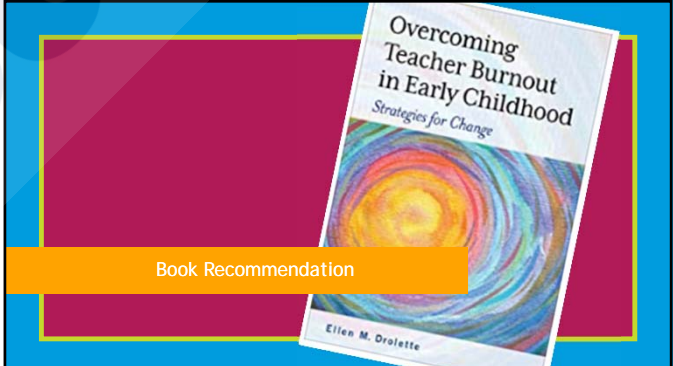
<p>Awards for Specific Achievements & Activities</p> <ul style="list-style-type: none"> ▪ Outstanding employee awards ▪ Quality awards ▪ Employee suggestion awards 	<p>Formal Awards</p> <ul style="list-style-type: none"> ▪ Contests ▪ Field trips/special events/travel ▪ Education/personal growth/visibility
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From CSEFEL Infant-Toddler Leadership Module (4)
http://csefel.vanderbilt.edu/resources/training_infant.html

Suggestions for Early Learning PROGRAM ADMINISTRATORS To PREVENT Educator Burnout

- Informal rewards
 - Merchandise/Apparel/Food
 - Recognition items/Trophies/Plaques
 - Fun/Celebrations

From CSEFEL Infant-Toddler Leadership Module (4)
http://csefel.vanderbilt.edu/resources/training_infant.html



Book Recommendation



Resources

1. Abukishk, M., & Bermudez, D. (2016). Recognizing gaps in social-emotional competencies of preschool teachers. Poster presented at the National Research Conference on Early Childhood, Washington, DC.
2. Carson, R.L.; Baumgartner, J.J.; Otta, C.; Kuhn, A.P.; & Durr, A. (2017). An ecological momentary assessment of burnout, rejuvenation strategies, job satisfaction, and quitting intentions in childcare teachers. *Early Childhood Education Journal*, 45(6), 801-808.

Resources

3. Hale-Jinks, C.; Knopf, H.; & Kemple K. (2006). Tackling teacher turn-over in child care. *Childhood Education*, 82(4), 219-226.
4. Hamre, B. K.; Pianta, R. C. 2004. Self-Reported Depression in Nonfamilial Caregivers: Prevalence and Associations with Caregiver Behavior in Child-care Settings. *Early Childhood Research Quarterly*, 19(2), 297-318.
5. Jeon, L.; Buettner, C.; & Grant. A. (2018). Early Childhood teachers' psychological wellbeing: Exploring possible predictors of depression, stress and emotional exhaustion. *Early Education and Development*, 29(1), 53-69.

Resources

6. Koch, P., Stranzinger, J., Nienhaus, A., & Kozak, A. (2015). Musculoskeletal symptoms and risk of burnout in childcare workers-A cross-sectional study. *Plos ONE* 10(10):e01400980. doi:10.1371/journal.pone.0140980.
7. Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children-The foundation for early school readiness and success: Incredible years classroom social skills and problem solving. *Infants & Young Children*, 17(2), 96-113.

Resources

8. Whitaker, R.C., Dearth-Weasley, T. & Goose, R.A. (2015). Workplace stress and the quality of teachers-children relationships in Head Start. *Early Childhood Research Quarterly*, 30 (1A), 57-69.
9. Zinsser, K.M.; Christensen, C.G.; & Torres, L. (2016). She's supporting them; who is supporting her? Preschool center-level social-emotional supports and teacher wellbeing. *Journal of School Psychology*, 25, 55-66.



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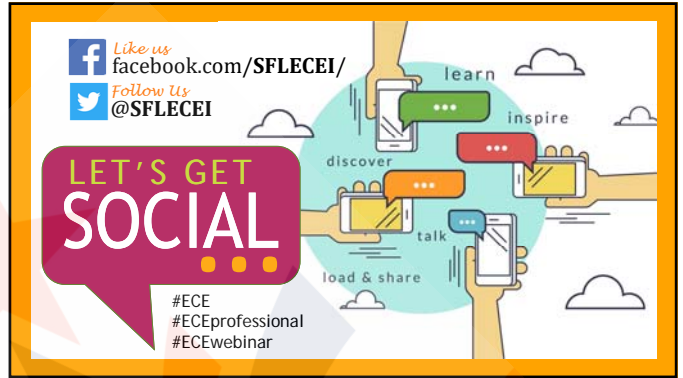
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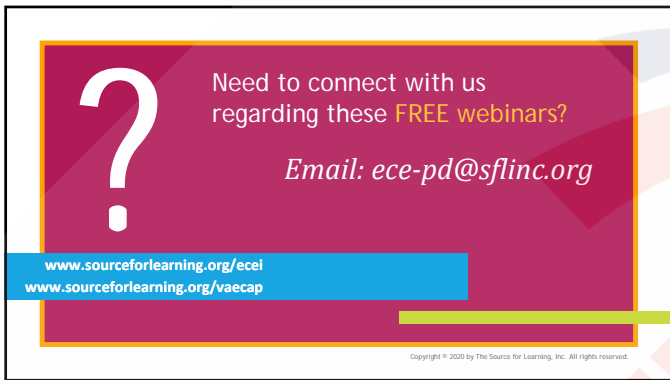


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