



Early Childhood Educators' Well-being Project (ECEWP) ORGANISATIONS

Dr Helen Logan,¹ Professor Sandie Wong,² Dr Tamara Cumming,²
Professor Rebecca Bull² & Dr Laura McFarland³

¹Charles Sturt University ²Macquarie University ³University of Melbourne

Background

It is well established that early childhood (EC) educators are key contributors to quality. What goes on in EC services is largely determined by educators and the environments in which they work. In particular, educators need to be well in order to provide children with high quality, responsive learning opportunities. While the body of research about educators' well-being is growing quickly, little is known from the perspectives of the organisations that employ them.

The 'Organisations Project' is nested within the Early Childhood Educators' Well-being Project (ECEWP). ECEWP is the first known study to measure educators' well-being from a holistic perspective. The organisational context in which educators work is considered to have a significant influence on educators' well-being.

Aim

The aim of the Organisations Project was to [identify the views, knowledge and understandings of key personnel](#) with responsibility for educators' well-being in EC organisations (Logan et al., 2020), and to determine what supports were in place. It also investigated [how approaches changed during COVID-19](#) (Logan et al., 2021).

What do we know about organisations' perspectives of well-being?

Research from organisational studies points to the importance of employee well-being, the benefits of employee well-being programs and the important role of those responsible for employee well-being. Organisational perspectives provide valuable information to support educator retention rates and lead to improved outcomes for children, families, educators and employers. However, to our knowledge, no studies have captured the views and experiences of key personnel within EC organisations with responsibility for educators' well-being.

To better understand organisational perspectives, we interviewed workplace well-being managers (or equivalent) to identify their views, knowledge and understandings of educators' well-being, and to determine what supports were in place.

[Organisational climate](#) (Cumming et al., 2020) was also measured in the Early Childhood Educator Well-being Survey as part of the overarching ECEWP study. Educators rated their organisational climate, the most valued aspects of their work, congruence with their ideal job, perceived versus desired decision-making influence, access to workplace facilities, adequacy of paid sick days, workplace bullying and harassment, feelings about work, time management and work-related stress, respect for personal identity at work, feeling of being respected and psychological burden.

Selected findings

Common supports for well-being included:

- employee assistance programs
- healthy lifestyle programs
- meeting and break-room redesign
- one-off well-being interventions.

Challenges to supporting well-being included:

- ensuring physical and emotional safety
- operational challenges to address stress
- a need for greater recognition of and investigation into the emotional complexities in educators' work – especially as it relates to emotional exhaustion.

MORE INFORMATION

Video <https://youtu.be/QqfNX7f4XnQ>

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Email ecewp@mq.edu.au