



Buffett
Early Childhood
Institute

at the University of Nebraska

Well Teachers, Well Children: A Conceptual Framework for Educator Well-Being

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**What is:
Well-being?
Health? Stress?**

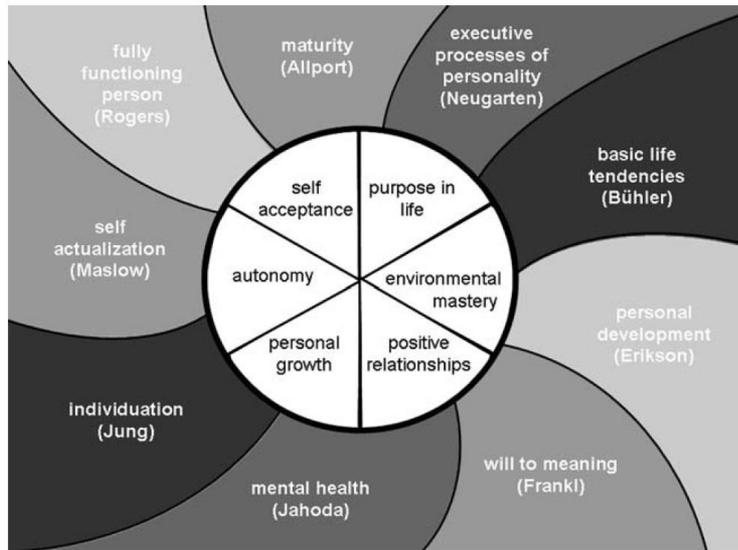
**Why does
teacher well-
being matter?**

**How might we
learn and
improve our
supports?**



What is WELL-BEING?

The state of being happy, healthy or prosperous; flourishing



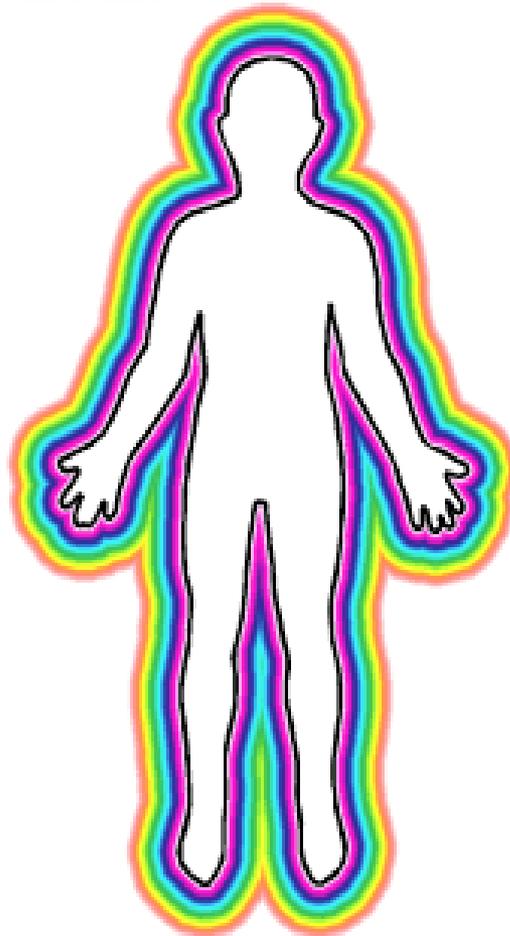
Ryff, 2014

- ❖ Self-acceptance
- ❖ Personal growth
- ❖ Purpose in life
- ❖ Positive relations with others
- ❖ Environmental mastery
- ❖ Autonomy

What is STRESS?

Biopsychosocial

- *Sensitivity*
- *Health*



*The body's
response
to any
demand for
change...*

(Hans Selye, 1936)

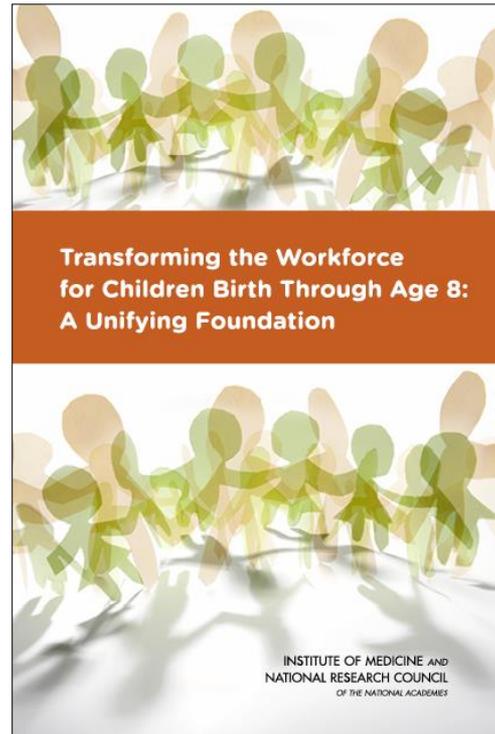
Definition of Health

“more than merely the absence of disease – it is an **evolving human resource** that helps children and adults **adapt to the challenges of everyday life**, resist infections, cope with adversity, feel a **sense of personal well-being**, and interact with their surroundings in ways that **promote successful development.**”

~ Center for the Developing Child at Harvard University

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

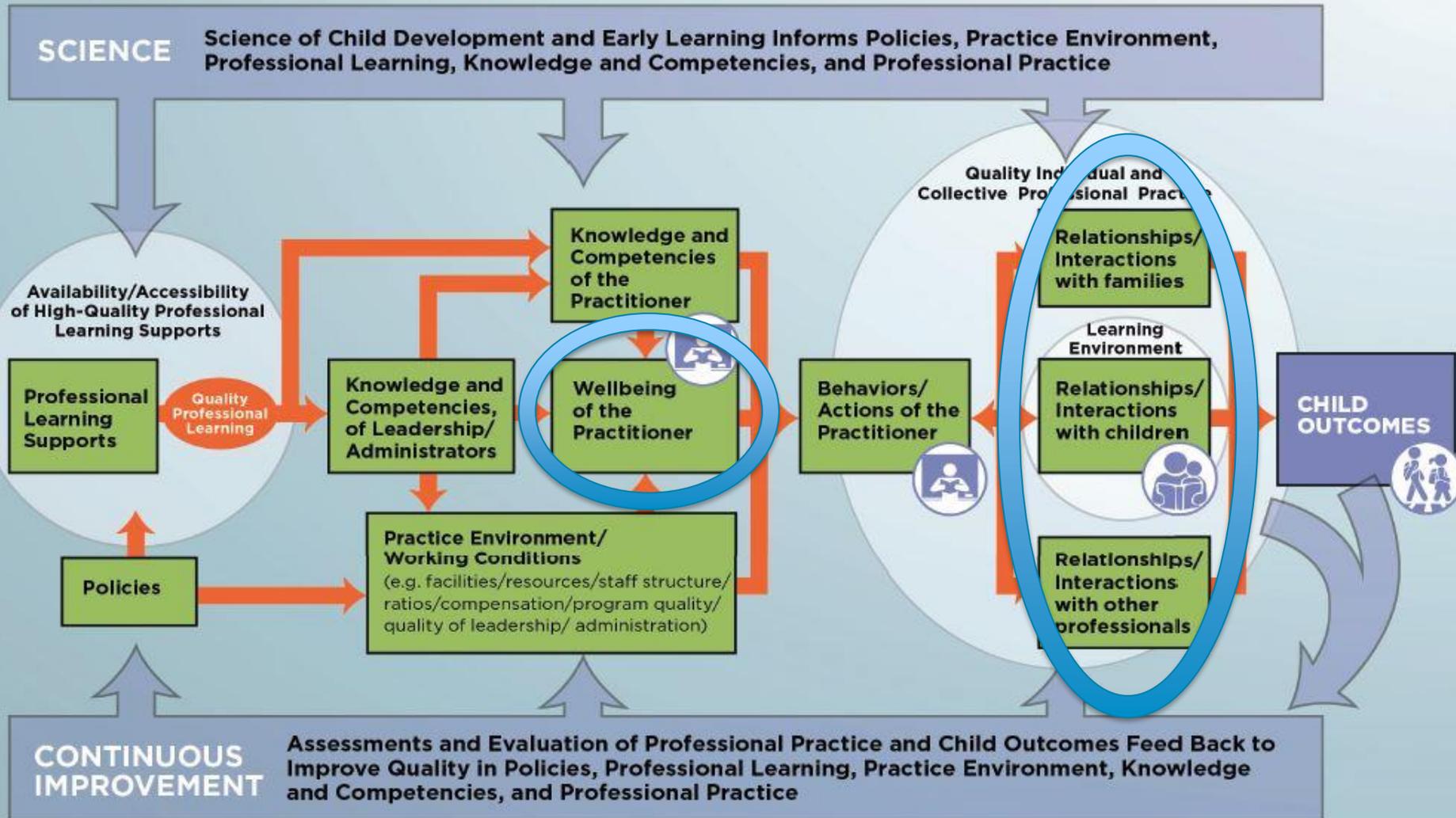
www.iom.edu/Birthtoeight



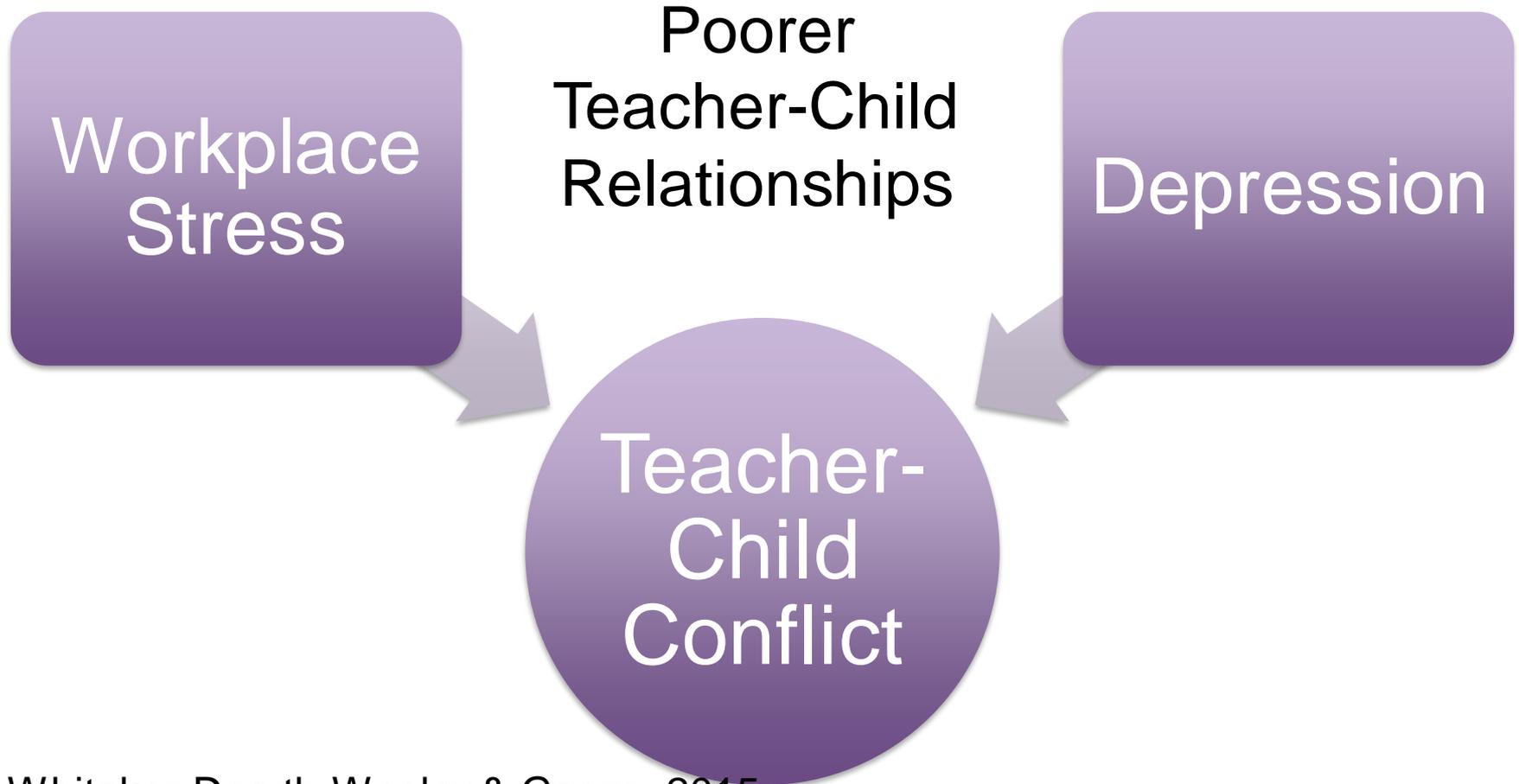
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Factors Contributing to Professional Practice and Child Outcomes

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Workplace Stress and Depression



Whitaker, Dearth-Wesley & Gooze, 2015

How can we
LEARN more
to **SUPPORT**
teachers?



Lessons Learned about Workplace Well-Being

- Well-being > Absence of illness
- Contexts & Systems + Individual Contributions
- Leadership is Key
- It's Complicated!

Our Conceptual Framework



Adapted from Brigham et al., 2018
Clinician Well-Being Model

Our Conceptual Framework



Adapted from Brigham et al., 2018
Clinician Well-Being Model



Teaching Role

- Alignment of responsibility and authority
- Autonomy
- Career stage
- Children and families served
- Responsibilities
- Self-efficacy



Personal Factors

- Adaptability
- Engagement and purpose in work
- Family dynamics
- Personality
- Physical and mental health
- Relationships and social support
- Sense of meaning/ Mission
- Spirituality
- Values, ethnics, and morals
- Work-life integration



Knowledge & Competencies

- Communication skills
- Leadership and management skills
- Mastering new technologies
- Organizational skills
- Resilience
- Social-emotional competence
- Teaching competencies/ experience
- Interpersonal skills



Practice Environment & Conditions

- Child-centered focus
- Class size/ratios
- Coaching & mentoring
- Collaboration
- Curriculum
- Parent engagement
- Supplies and resources
- Physical environment and working conditions
- Professional relationships
- Team structures and functionality
- Workplace safety



Organizational Factors & Leadership

- Bureaucracy
- Internal communication
- Compensation and benefits
- Data collection requirements
- Diversity and inclusion
- Harassment and discrimination
- Leadership
- Staff support
- Organizational culture
- Power dynamics



Professional Regulations & Policy

- Accreditation
- Documentation requirements
- Funding structure
- High stakes assessments
- HR policies and compensation
- Maintenance of licensure and certification
- National and state policies
- Publicized quality ratings (QRIS)
- Scholarship opportunities



Social & Cultural Factors

- Alignment of societal expectations and teaching role
- Culture of safety and transparency
- Discrimination and overt unconscious bias
- Media portrayal
- Political and economic climates
- Social determinants of health
- Societal expectations
- Stigma

Wages and Well-Being

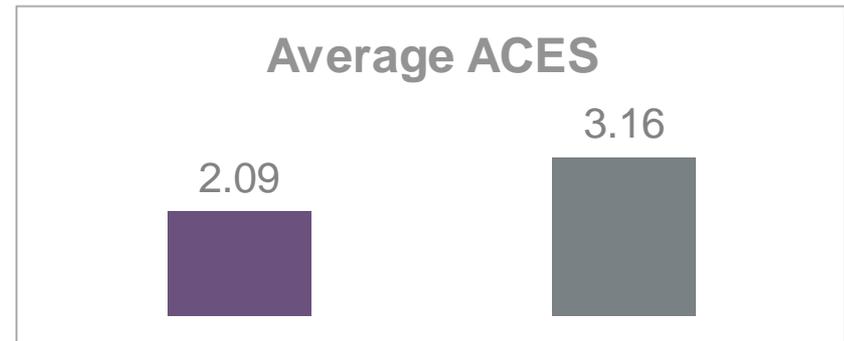
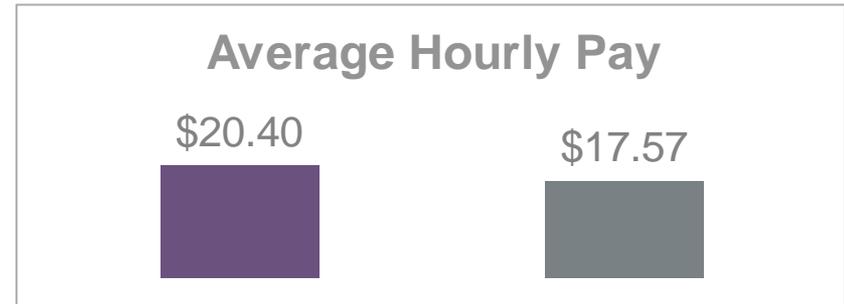
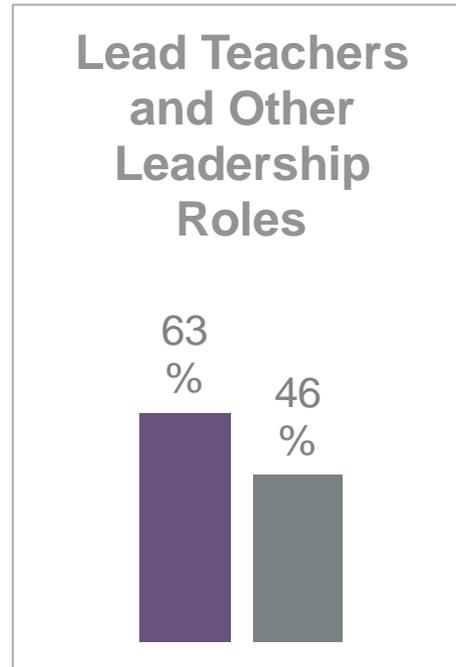
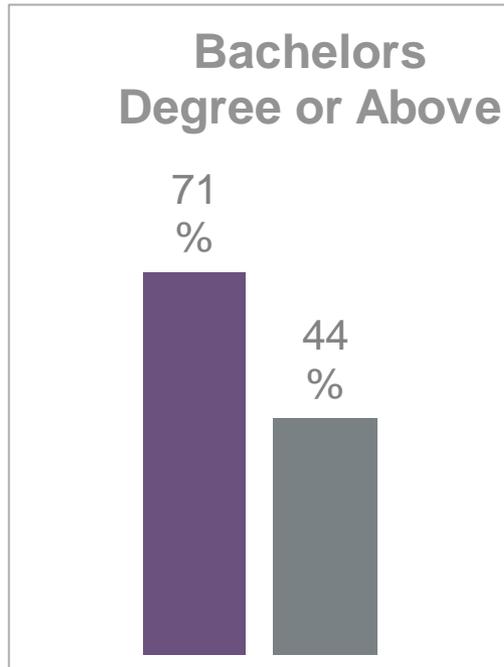
Teachers face workplace obstacles in experiencing well-being

Wages explained only a portion of teachers well-being

Wage inequity is a source of pain and conflict

Gallagher, K.C., Roberts, A., Garrett, A., Daro, A.M., Sutton, K. (2019)

Teachers Differences in Positive Well-Being



Roberts, A., Daro, A., & Gallagher, K. (2021)

We need to know more about the ecology of teacher well-being.

We need to identify policies and supports for workplace well-being, with a lens on both **individual** and **systemic** supports.

We need to **prioritize** teacher well-being.



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