The Early Childhood Workforce: Essential for High Quality

Marjorie Kostelnik, Ph. D.
Learning is ....

- Fun
- Stimulating
- Worthwhile

- I AM a GOOD learner
Learning is..

- Dull
- Worthless
- Too Hard

- I’m NOT a GOOD Learner
Characteristics of Good Teachers

- Warm
- Responsive
- Value children’s social and emotional lives
- Build relationships
- Interact with children 1 on 1 and in small groups
And....

- Create stimulating environments
- Encourage children to talk and have conversations
- Are interculturally sensitive and competent
- Partner with families
Teaching & Learning

- Teaching is not just talking
- Learning is not just listening
- Progress is not just covering content
Top 3 Predictors of ECE Quality

• Well educated teachers
• Low staff turnover
• Low child to staff ratios
What Good Teachers Know & Do

- Know how children develop
- Know how children learn
- Know content/stuff
- Vary teaching strategies
- Match strategies to learning
- Stay long enough to develop relationships
## Strong Alignment Enhances Learning

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Process</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>moving</td>
<td>self regulation</td>
</tr>
<tr>
<td>curious</td>
<td>small group</td>
<td>problem solving decision making</td>
</tr>
<tr>
<td>talking</td>
<td>interacting</td>
<td>interpersonal cultural identity values</td>
</tr>
</tbody>
</table>
Poor Alignment Leads to Stress / Poor Outcomes

<table>
<thead>
<tr>
<th>inputs</th>
<th>process</th>
<th>outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>sitting</td>
<td>frustration &amp; stress</td>
</tr>
<tr>
<td>curious</td>
<td>whole group</td>
<td>frustration &amp; stress</td>
</tr>
<tr>
<td>talking</td>
<td>listening</td>
<td>frustration &amp; stress</td>
</tr>
</tbody>
</table>
Why Teachers Leave the Field

Every year an estimated 20% to 40% of the ECE workforce quits

- Long Hours
- Feel isolated
- Perceived lack of respect
- Low pay
- Poor physical work environments
Disrespect Expresses Itself in Many Ways

- No advanced warning of new children’s arrival
- No communication among program levels
Why Teachers Leave the Field

- Lack of support from supervisors
- Pressure to engage in Non-DAP practices
- Inflexible personnel policies
- Time pressures over the day
- Few chances for advancement
Attractions to the Field

- Close relationships with children
- Seeing children make progress
- Having some autonomy within classroom or program
- Teaming with colleagues
- Building relationships with families
Teachers Need Support

- From administrators
- From colleagues
- From families
- From the community
Early Childhood Education System

Everyone has a part to play in helping children be ready for school/to experience success

- **Formal Education**
  - Parents and Families function as their children’s first teachers.
  - Everyone in the community understands, values, and supports a solid foundation for early learning and education.
  - Early Childhood Personnel provide quality education and care outside the home.
  - Schools and Early Childhood Personnel support smooth transitions to kindergarten for children and families.

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The diagram illustrates the interconnected roles and responsibilities in early childhood education, emphasizing the collective effort required to prepare children for success in formal education.
Talk in New Ways

- State importance
- Elevate the work
- Change the conversation
- Set expectations
- Reach out
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