1. To briefly synthesize key issues in children's well-being and how it is

Well-Being Framework

Paradigms of children's well-being: children's rights, ecological, developmental, and self-assessed (Ben-Arieh, 2008; Lee, 2014)

Child outcomes (physical, cognitive, psychological, emotional, and social), and children's contexts (schools, neighbourhoods, peers, and relations) as a framework for well-being (Lee, 2014)

Extend the framework to include the well-being of the service delivery infrastructure (i.e. ECE's) as a core component of child outcomes

A UNICEF report (2013) comparing the well-being of children in developed countries ranked Canada 17th overall - in the bottom half of countries!

The highest rated dimensions were environment and housing (ranked 11), and the worst were health and safety (ranked 27th - only Latvia and Romania were lower)!

Nearly one third of Toronto's children live in low-income families
- one of the highest in Canada (CAST, 2014)

Children in lower SES homes are less ready to transition to school (City of Toronto), have less access to nutritious food, and opportunities for recreation (Mikkonen & Raphael, 2010), and may be more likely to experience incidents of violence and maltreatment (Eckenrode, Smith, McCarthy, & Dineen, 2014)

Massive wait lists for childcare subsidy and enrolment - most barriers for those would might benefit the most from ECEC (Janus & Duku, 2007)

The child as the nucleus of a relational, cultural and social system - each of which informs elements of his/her well-being

Children need healthy adults in order to thrive

Phys. Health

Vulnerability and potential throughout the course of development

PTB children are particularly vulnerable to negative effects stemming from suboptimal nutrition, especially males (Embleton, Shamir, Turck, & Philip, 2013; Lucas et al., 1998)

Access to nutrition is particularly important during the first 24 months of life - supplementation has less of an effect as children grow older (Walker et al., 2011)

Children who are securely attached to a parent/guardian are more resilient when challenged, develop better relationships with peers, demonstrate higher levels of empathy, are more confident in themselves (M(he firs6 (s) 0.2u7al87935 113.) -0.2 (h) 0.2 (ely) 90.1 (ur2007 C

Self-Regulation

Early self-regulation skills are some of the most robust predictors of indicators of well-being, include positive social relationships with peers (Rhoades, Greenberg, & Domitrovitch, 2009), and academic achievement (Duncan et al., 2007; Romano, Babchishin, Pagani, & Kohen, 2010)

Self-regulation can be targeted through effective early pedagogy (Blair & Raver, 2014; Diamond & Lee, 2011)

Supports both short and long-term well-being (Moffitt et al., 2010)

Although play produces positive feelings that counteract stress

Culture and Identity

Children have better outcomes when they are able to access their culture

Newcomer children can feel the tension between multi-layers of culture - that in their host country and that in their country of origin (Fazel, Reed, Panter-Brick, & Stein, 2011) - aligning with both can be protective against the stress of acculturation

Culture and language as core aspects of well-being for Indigenous children - Aboriginal Head Start and positive outcomes for children and parents (Nguyen, 2011)

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ECEC practitioners are uniquely positioned to support children's wellbeing through day-to-day interactions, assessment, screening, and referral - evidence of long-term benefits, especially for males (Campbell et al., 2014; Reynolds et al., 2011)

Quality matters - effective practice requires employees who are healthy

Evidence of high turnover rate in the sector, attributed to low-compensation and workplace conditions (Porter, 2012), feelings of happiness, lower education levels, poor supervisory relation (is) 0.Cd30 0 0

Workplace Stress

Some evidence that ECE's experience high levels of stress (Doherty, Friendly, & Beach, 2003)

Stress can impair the health of the employee - sleep disturbance, physical and psychological exhaustion, and health problems (Faulkner, Gerstenblatt, Lee, Vallejo, & Travis, 2014)

It can also negative affect day to day practice (Li Grinning et al., 2010; Whitaker, Dearth-Wesley, & Gooze, 2015)

A moderate amount of stress can facilitate practice, but high and low levels can have negative consequences (Friedman-Krauss, Raver, Morris, & Jones, 2014)

Personal Stressors:
- children
- relationship
- community
- conflict management approach

Organizational Stressors:
- full-time status
- perceptions of respect
- perceptions of control
- job security
- consistency of exhaustion
- job satisfaction

Workplace Stress

Wagner et al., 2012

Time Pressures:!

- documentation!
- competing demands/tasks!
- load on the employee role

Children's Needs:!

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Kelly & Berthelesen, 1995

Personal Needs:
- home-based stressors!
- hectic personal routines!
- physical and psychological! exhaustion

Parent Issues:
- misunderstanding of employee role!
- lack of understanding about program!
- finding time to communicate with parent

Interpersonal Relationships:
- managing post-secondary students!
- sharing workloads with other staff!

Perceptions About ECEC:
- lack of integration with other institutions!
- lower perceived status than other employees

Kelly & Berthelesen, 1995

Children's externalizing behaviours predict stress levels and classroom climate (Friedman-Krauss et al., 2014)

ECEC and Status

Lack of status between fields, and lack of status within the field, and lack of status from the public (Faulkner et al., 2014; Kelly & Berthelesen, 1995; Wagner et al., 2012)

Low-wages as a marker of value and status - a significant factor for employee turnover and retention (Hossain, Noll, & Barboza, 2012; Porter, 2012)

Median Canadian ECE income in 2005 was $20,155 (Child Care Human Resources Council, 2009) - in 2014 average annual income was $25,800 (Service Canada, 2015)

Associated with levels of motivation (First Call BC Child and Youth Advisory Committee, 2007)

Workplace Wellness Programs

Investing in workplace wellness has a high return on investment (Baicker, Cutler, & Song, 2010)

Health assessment surveys help target the nature of the wellness program (Baicker et al., 2010)

Six pillars of employee wellness programs (Berry, Mirabito, & Baun, 2010):!
- multilevel leadership (i.e. wellness champions)!
- alignment (i.e. a cultural shift towards wellness)!
- scope, relevance, and quality (i.e. holistic understanding of well-being)!
- accessibility (i.e. facilitating wellness activities)!
- partnerships (i.e. with external resources/services)!
- communication (i.e. providing information about wellness)

Exploring Self-Efficacy

One personal construct that interacts with stress is self-efficacy (Skaalvik & Skaalvik, 2010; Tschannen-Moran & Hoy, 2007) - low self-efficacy contributes to greater feelings of stress, and higher efficacy provides a buffer (Schwarzer & Halllum, 2008)

Self-efficacy relates to feelings of achievement, competence, and control over practice (Hakanen, Bakker, & Schaufeli, 2006) - is a factor for delivering programming and implementing new practices and interventions (Heo, Cheatham, Hemmeter, & Noh, 2014)

Efficacy associated with educator motivation (Coladarci, 1992) and burnout (Schwarzer & Hallum, 2008)
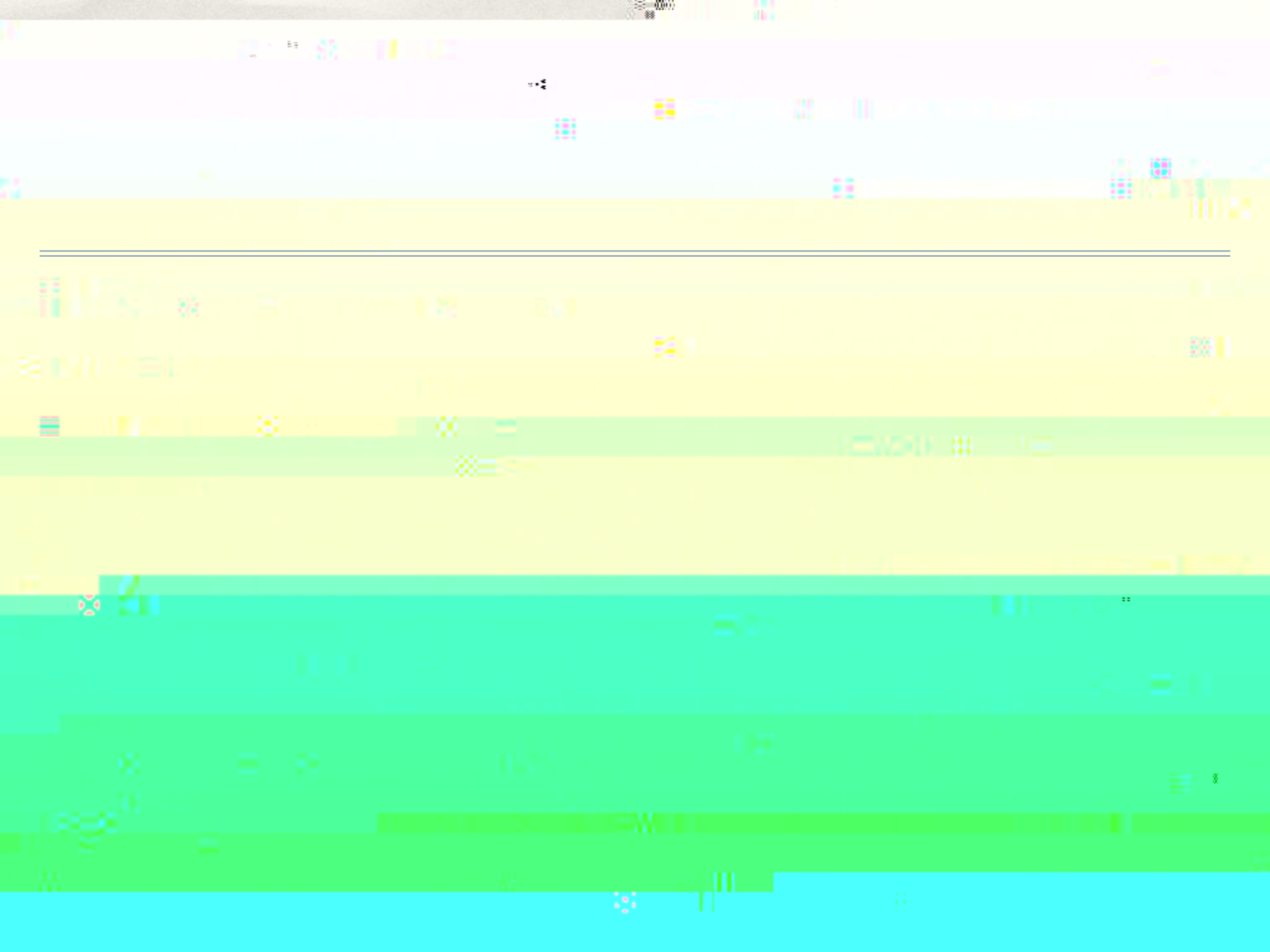
Self-Efficacy in the Workplace

For newer staff, having a strong network and supportive work context associated with greater levels of self-efficacy (Tschannen-Moran & Hoy, 2007)

Self-efficacy and the availability of resources (Skaalvik & Skaalvik, 2010)

Collective efficacy (the belief that the team is able to be successful in its goals) associated with individual efficacy beliefs (Goddard & Goddard, 2001) - sets norms for practice (Skaalvik & Skaalvik, 2010)

Barriers to self-efficacy include how much autonomy is provided, how much time is available for tasks, and the quality of the relationship between employee and parent (Skaalvik & Skaalvik, 2010)

Thank you