

It's not all about the money ...  
but that helps!



Job satisfaction among early childhood teachers



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# Reflective questions



## Think about

- How would you describe your satisfaction level in your current workplace?
- How would you describe your satisfaction level with the EC profession as a whole?
- What contributes to your JS?
- What thwarts your JS?



# Aims of the study

- To determine factors which enhanced job satisfaction among ECTs in LDC centres
- To investigate Ryan and Deci's Self-Determination Theory as a framework for understanding how both intrinsic and extrinsic factors influenced teacher job satisfaction, and intention to turnover
- To provide practical implications for leaders and managers of LDC, so as to develop workplaces which enhance job satisfaction



# The study

## Phase 1: Online questionnaire

- N= 229
- JS current
- JS with ECEC
- SDT: B-WNS
- Facets



## Phase 2: Interviews with ECTS

- N = 10
- Interviews
- Document analysis

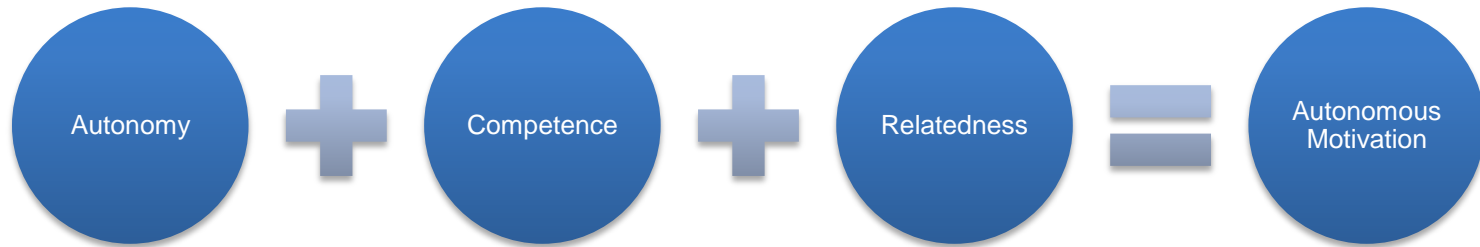


## Analysis

- Questionnaire – SPSS
- Interviews - NVIVO



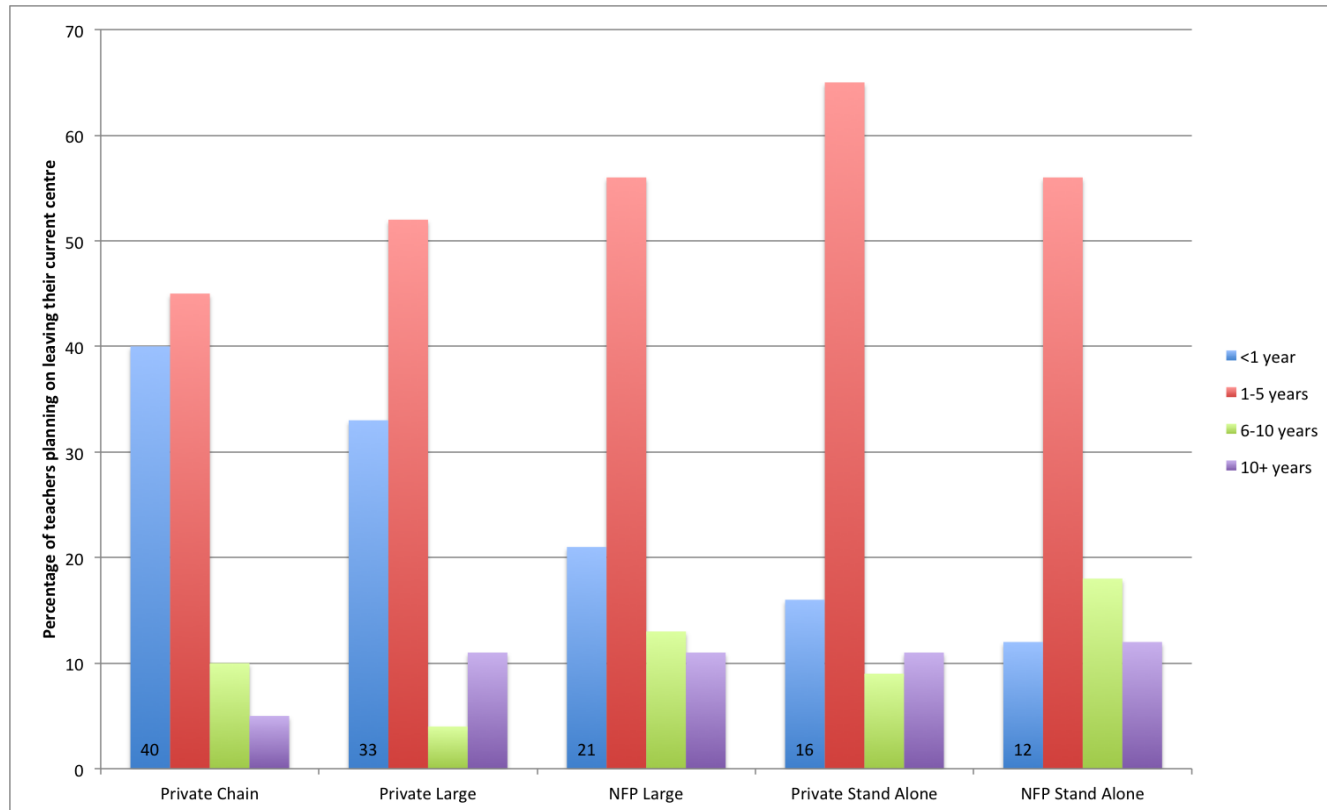
# W-BNS: Measuring Basic Psychological Needs



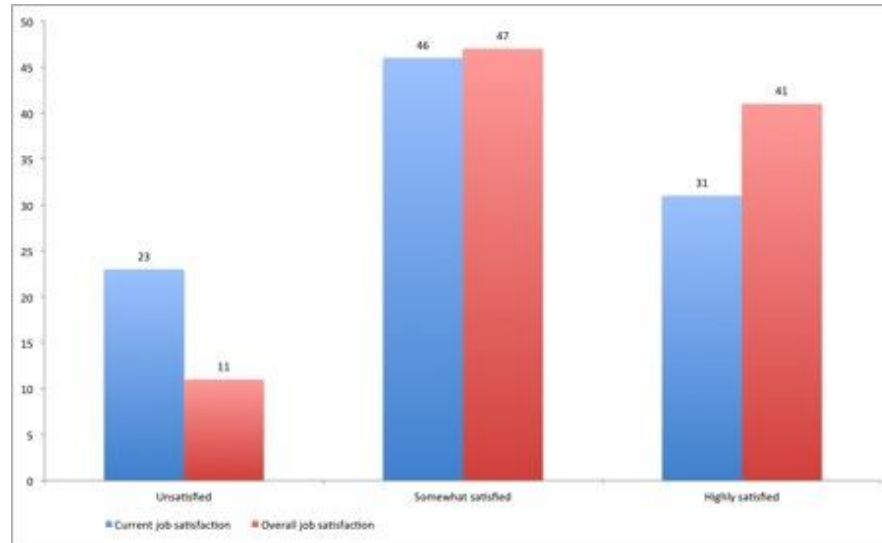
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# Findings: Intention to turnover



# Findings: How satisfied are we?



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# So what increases teacher job satisfaction?

- The 'work itself'
- Relationships with children
- Relationships with colleagues
- Job tenure
- Wage
- Staff to child ratios
- Director qualifications
- High levels of Autonomy, Relatedness and Competence





# So what thwarts teacher job satisfaction?

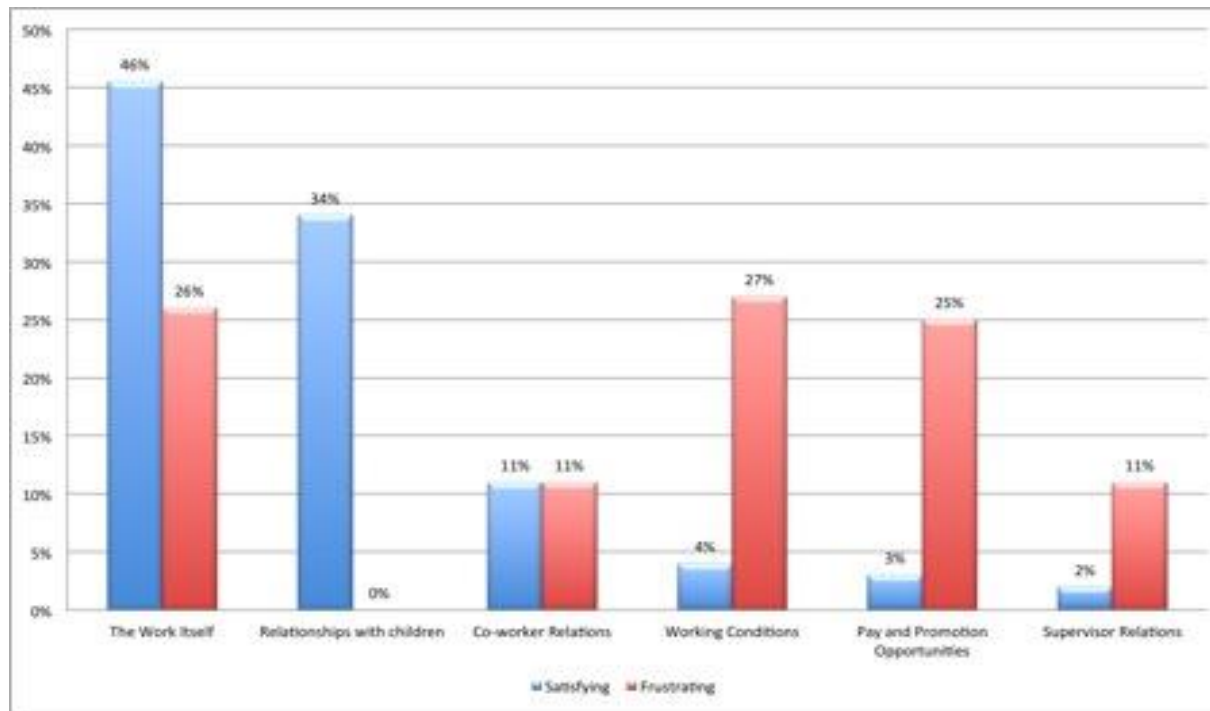
- Working condition
- Pay and promotions
- The 'work itself'
- Limited autonomy
- Limited Relatedness
- Limited Competence



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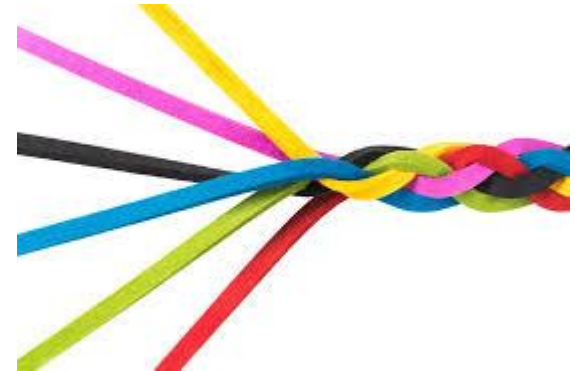
# Facets of job satisfaction



# But what does this all look like in practice?

## A living philosophy

- Careful development
- Congruence with the centre philosophy and teaching philosophy
- Support from upper management
- Careful recruitment
- It meets the 3 BNS



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# How can you create/maintain a 'living philosophy'?

- Careful reflection on the philosophy with the whole staff
- Embedding language
- Careful recruitment
- Ensure congruence between the philosophy and the working conditions
- Pay more if possible



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# But what does this all look like in practice?

## A culture of continual, reflective practice

- Strong leadership from the director
- Supportive working conditions
- Quality Professional Development Learning (PDL)
- It meets the 3 BNS...can you see how?



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# How can you create/maintain a 'culture of continual reflective practice'?

- Reflect on current PDL
- Is there are culture of 'safe questioning'?
- Leadership development
- Careful recruitment



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# But what does this all look like in practice?

## A meaningful workplace

- Meaningful relationships with children, families and colleagues
- Meaningful pedagogy and practice
- Meaningful leadership roles
- And yes...it meets the 3 BNS



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# How can you create/maintain a 'meaningful workplace'?

- Support relatedness
- Increase child to staff ratios, even for part of the day
- Provide sufficient time for teachers to 'do their work'



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# Importantly

## Small steps can lead to big things

- Prioritise...what do you think would make the most change to your staff/colleagues? Why?
- Weave these ideas into the big picture stuff (strategic plans/QIPS). Make sure you articulate this to the people at the top!



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# Reflection and discussion

**Think back to my initial questions;**



- Did these findings resonate with you? Why or why not?
- Are there other factors you had that were not covered? What are they?
- What is one thing that you **WILL** change at your centre?



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Thank you for listening and joining in the discussion!!!

## Contact details

Please feel free to contact me via email:

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I would love some feedback as I am moving into my PhD with the hope of furthering my research into improving JS for all educators!



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