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

Job satisfaction among early childhood teachers
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

Early Childhood Australia Australia National Conference 2016
THIS IS CHILDHOOD Pedagogy and practice in the early years
W-BNS: Measuring Basic Psychological Needs

Autonomy + Competence + Relatedness = Autonomous Motivation
Findings: Intention to turnover
Findings: How satisfied are we?
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
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
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
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?
How can you create/maintain a ‘culture of continual reflective practice’?

• Reflect on current PDL
• Is there a culture of ‘safe questioning’?
• Leadership development
• Careful recruitment
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
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’
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!
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?
Thank you for listening and joining in the discussion!!!

Contact details
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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!