

Profiles of professional wellbeing and turnover intentions among Australian early childhood educators ^[1]

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AVAILABILITY

Access online ^[2]

Abstract

Research Findings: To explore distinct professional-wellbeing subgroups and variations in turnover intentions, we examined the factor structure of the Early Childhood Professional Wellbeing Questionnaire (McMullen et al., 2020), which was completed online by 368 Australian early childhood educators. Based on educators' scores on the Belonging and Connection, Impact Evaluation and Safety factors, we identified five professional-wellbeing subgroups who varied in job satisfaction, consideration of resigning, and intention to leave the field. Subgroup differences suggest that a decreased sense of safety from high to average as well as a below-average sense of belonging, connection and safety contribute to turnover intentions. Also, educators with low professional wellbeing have a poor sense of belonging and connection, a negative view of their professional impact and weak job satisfaction. *Practice or Policy:* Further studies exploring early childhood educator wellbeing subgroup differences in psychological health and attitudes to teaching and learning, the impact of external factors including professional roles and leadership support and broader systemic influences, as well as variation in the effects of wellbeing interventions are needed. Such research will provide a useful framework for developing policies and practices that address the complex, multifaceted nature of educators' wellbeing and help combat threats to their wellbeing.

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