**Resiliency and Wellness for Educators**

**Competencies**

Courses from the EarlyEdU Alliance are built around a set of course objectives. Objectives describe what students should know and be able to do as a result of participating in the course. Course objectives are aligned with NAEYC Professional Standards and Elements. Most states have their own professional competencies or standards. In this chart, we show how the course objectives align with one state’s (Washington) competencies, both the related competencies and more specific competencies.

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| **Course Objective** | **Related Competency** | **Specific Competency** | **NAEYC Standard** |
| 1. Describe why "teaching from the inside out" is critical to becoming a resilient, effective educator;
 | **8.0 Reflective practice.**The candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children. | 8.C Demonstrates understanding of one’s own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. | **STANDARD 6. BECOMING A PROFESSIONAL** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. **6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. **NAEYC STANDARD 6. GROWING AS A PROFESSIONAL, ADVANCED PROGRAMS** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. **6c:** Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.  |
| 1. Explain the benefits of resilience and how the specific skills translate into optimizing social-emotional well-being and being a more effective educator;
 | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice. |
| 1. Practice a variety of resilience skills in different aspects of your life, including mindfulness, managing intense emotions, clarifying and committing to your personal values, and identifying and altering unhelpful thoughts;
 | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice. |
| **8.0 Reflective practice.**The candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children. | 8.A Reflects on practice and continually self-assesses and evaluates the effects of the teacher’s choices and action on young children, parents, and other professionals as a basis for program planning and modification, and continuing professional development.8.C Demonstrates understanding of one’s own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. |
| 1. Describe why practicing resilience skills is critical to develop the fluency necessary to use them when they are needed the most;
 | **4.0 Equity fairness diversity and cultural competence.**The candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three. | 4.A Demonstrates understanding that children are best understood in the contexts of family, culture, and society.4.B Demonstrates understanding of the interrelationships among culture, home language, and thought in helping young children develop and learn.4.D Understands the strengths, accomplishments, and values of children’s families and neighborhoods and the history and values that form the context in which their children grow by seeking out people, experiences, research and other resources including culturally relevant literature.4.F Understands how family structure, culture, social, emotional, and political contexts may impact children’s participation in the educational setting.4.G Views student diversity, including the cognitive, social, emotional, linguistic, creative, and physical variability of children as an opportunity for a richer social and learning environment, not as barriers to overcome |  |
| 1. Develop a resilience plan that serves as a roadmap for your future work teaching young children
 | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice.  |  |