Educator Voice is “No Small Matter”

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Rules of Interaction
Every child in Nebraska will have access to a highly qualified, well supported early care and education professional, in whichever setting the family chooses.
39 leaders from systems in the public and private sectors

8 professional preparation and learning

11 local community

9 early care and education

11 policy and regulation
Professional Identity
26 screenings

1400 participants

175 communities represented
Film
Initial Reactions
Why It Worked:

A Community Based Effort
“My ex-husband says you have a degree now, you could be making more money. You know, you’re not making enough money to provide for your family like you need to be. Why are you doing this? I do this because I’m passionate about it. I do it because I believe in what I do and because I feel like I can make a difference somewhere. This is somewhere that I can actually contribute something to society and make a difference with what I do. So, my passion is what keeps me where I am.” (Fremont)
Qualifications

• Relationship building with children and families
• Continuum of child development
• Social emotional skills
• Access to high quality professional development
• Disposition
“I have more financial arguments with my husband about the amount of money I spend on my own students than I think any other financial argument we have”. (Kearney)
“In order to keep it [liability insurance] from going up even further...I had to sign a waiver that I would not have any water activities. It’s either that or I have to start charging my parents more...in order to make up for what I’m going to be spending for liability...” (Fremont)
“I’m still trying to finish just my associate’s degree because I’ve had to stop going to school and get multiple jobs, or get a different job that pays more and then come back to the profession that I love, because yeah, I can’t afford to do student loans because I won’t be able to afford to pay them off.” (York)
“I don’t know so much that society on the outside doesn’t value what we do as they truly honestly don’t understand all the moving parts.” (Omaha)
The Next Steps:

• Community Screenings
• Call to Action Report
• Building Public Will
• Continued opportunity to engage the early childhood educator community
35 screenings

Nearly 2000 participants
State Board of Education members
NE Department of Education
Health and Human Services
K-12 School Districts
Community Screenings
County Fair
Higher Education classes
Chamber of Commerce Emerging Leaders
Business Leaders

200 communities represented
How can you be more intentional to prioritize educator voices?
Questions?