

Seminar on “Early Childhood Educators’ Well-Being: Concepts, Cores, Correlates, Caution, and Chances”

Date: 26 September 2024 (Thu)

Time: 10:30-12:00

Venue: E33-2036, Faculty of Education

Language: English

Registration: Online Registration (<https://go.um.edu.mo/v6l5motg>)

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Speaker:

Prof. Jianbin LI is an Associate Head (community engagement) of the Department of Early Childhood Education at The Education University of Hong Kong. Prof. Li’s current research interests focus on adolescent development (e.g., self-control, meaning in life, adjustment) and early childhood teacher well-being. He has published over 100 peer-reviewed articles on such journals as *Perspectives on Psychological Science*, *Review of Educational Research*, *Neuroscience and Biobehavioral Reviews*, *Computers in Human Behavior*, *Early Childhood Research Quarterly*. He is the recipient of APS Rising Star (2021), President’s Award for Research (2021) and Knowledge Transfer (Team Award) (2023), among others. He is the editorial member of four SSCI journals.

Abstract:

Early childhood educators’ well-being plays an important role in many positive outcomes. In the meanwhile, it is a concerning issue around the world due to the demanding nature of the profession. Nuanced understanding is indispensable to enhance early childhood educators’ well-being, but the existing research has long been limited in several aspects, including how to conceptualize teacher well-being comprehensively, what are the core elements, how different job and personal correlates interplay to associate with well-being, what needs to be cautious when promoting teacher well-being, and what are the chances for future research. In this

talk, I will try to discuss these issues based on my ongoing and forthcoming projects which involve (will involve) longitudinal models, (multilevel) person-centered approaches, cross/within-cultural comparison, meta-analysis, and machine learning. The ultimate goal of these projects is to raise stakeholders' awareness of the importance of early childhood educators' well-being and facilitate teachers to work happily and meaningfully.