

TEACHING EXPERIENCES OF EARLY CHILDHOOD EDUCATORS IN THE NEW NORMAL: THE MULTI-FACETED ENDEAVOR THEORY

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Abstract

Early childhood is considered to be the fastest developmental stage in human life and is essential for the formation of the physical, intellectual, social and emotional domains. Early childhood educators are expected to provide quality education to all young learners because of their high impact. However, before the COVID-19 pandemic, moderate to high levels of psychological burnout already existed among early childhood educators (Al-Adwan, Zaid, Al-Khayat, Mohammad, 2017). The outbreak of the COVID-19 pandemic has caused widespread concern globally, posing unprecedented challenges to various parts of society and education, considered one of the most vulnerable sectors (Lansangan & Gonzales, 2020). All the demands, expectations, and other concerns in this new normal have made teaching and learning an important and popular research topic (Sut & So, 2021). However, little is known about the teaching experiences of the early childhood educators. In this study, it sought to generate a theory in the teaching experiences of early childhood educators in the new normal. With this purpose, this paper utilized the deductive axiomatic approach in theory generation following the steps provided by Padua (2012). There are five axioms construed:

(1) the teaching experiences of early childhood educators in the new normal echo the educators' process of development in adjusting to environmental changes; (2) the teaching experiences of the early childhood educators in the new normal involve a learning cycle on how to teach during a pandemic; (3) the teaching experiences of the early childhood educators in the new normal cultivate survival behaviors for overcoming personal and occupational challenges; (4) the teaching experiences of the early childhood educators in the new normal emphasize the fundamental roles of educators in supporting the cognitive, social and emotional needs of children and their families; and (5) the teaching experiences of the early childhood educators in the new normal point out the motivation to achieve a goal. From these five axioms, five propositions were formulated:

(1) government agencies and academic institutions should provide substantial supports to early childhood educators to adjust with the environmental changes in teaching during this new normal; (2) professional learning communities of early childhood educators should be encouraged to reflect and share on the teaching experiences during the new normal; (3) trainings cultivating survival behaviors for overcoming personal and occupational challenges should be implemented as part of the early childhood education capability enhancement program; (4) teacher-led guidance and counseling activities for parents and children's wellness should be enhanced to support their cognitive, social and emotional needs; and (5) early childhood educators should continue to stay focus and motivated in achieving their goal by giving them opportunities for reflective narratives. With these papers, a multi-faceted Endeavor theory emerged from the classroom experiences of early childhood educators in the new normal. This theory highlights the multiple challenges and struggles early childhood educators experience in teaching in the new normal.

Keywords: *deductive axiomatic, teaching experiences, early childhood education, new normal, Multi-faceted Endeavor Theory*



INTRODUCTION

The National Association for Early Childhood Education (NAEYC) says quality early childhood education is one of the best investments a country can make. Early childhood education is a group setting deliberately aimed at influencing a child's developmental changes from birth to her eight years of age and from infancy to her third grade (Gordon & Browne, 2011). Early childhood is considered to be the fastest developmental stage in human life and is essential for the formation of physical, intellectual, social and emotional domains.

Teachers, who are the key factor in the teaching-learning process, have the greatest effect on the children's learning and development (Hayson, 2003 as cited by Gordon and Browne, 2011.) More so, teachers are the most important variable in the learner's educational environment (Zulueta, 2009) for they perform two very important functions in the educative process: 1) character formation through modeling, counseling, and discipline; and 2) instruction (Palma, 2009).

To ensure that early childhood teachers receive the best professional preparation, NAEYC has developed educational standards for this specialty. However, due to the COVID-19 pandemic, the education system has been significantly impacted in terms of policies, procedures, teaching methods and teaching styles. The outbreak of the COVID-19 pandemic has caused widespread concern globally, posing unprecedented challenges to various parts of society and education, considered one of the most vulnerable sectors (Lansangan & Gonzales, 2020). Moreover, it significantly disrupts the teaching and learning process, and has repeatedly called for alternative approaches to remedy the situation (Sanusi, Oalaleye & Dada, 2020). Efforts have been made, but no one is an expert in teaching the new normal. As Radu, Schnakovszky, Herghelegiu, Ciubotariu, and Cristea (2020) argue, teachers may not have the necessary skills to suddenly and easily switch from face-to-face to online teaching, and this is not the case in practice. Face-to-face approaches that have led to learning and imitation by educators may not guarantee the same quality of education. There is still ambiguity about what should be taught and how (Zhang, Wang, Yang, Wang, 2020). Sudden changes in the usual teaching and learning methods have not only affected students, but also created challenges for teachers. Stress and burnout have been reported among teachers around the world. In Raj's article on Malay Mail, he highlighted a statement by a Malaysian teacher that it was "difficult to teach comfortably". In addition, educators began to question their competence as teachers. Raj (2021) echoed findings published by the International Journal of Environmental Research and Public Health that Romanian teachers suffer from burnout and 'technostress'. He also cited a study conducted by Mental Health Research Canada that found that the pandemic had a significant impact on teachers' stress and anxiety levels.

Since early childhood education has a significant impact on a person's development and learning, early childhood educators are expected to provide quality education to all young learners. However, before the COVID-19 pandemic, moderate to high levels of psychological burnout already existed among early childhood educators (Al-Adwan, Zaid, Al-Khayat, Mohammad, 2017). Furthermore, the results of the study indicated that job pressure, low income, and administrative relationships with parents were some of the major causes of teacher mental burnout. All the demands, expectations, and other concerns in this new normal have made teaching and learning an important and popular research topic (Sut & So, 2021). However, little attention has been paid to early childhood educators. Little is known about her teaching experience in this new normal, either. Therefore, this paper examines the educational experience of early childhood educators in the new normal by formulating the theory of multifaceted endeavors.

LITERATURE REVIEW

As stated in Article 14.1 of the 1987 Philippine Constitution, quality education at all levels should be available to all citizens of the province. Quality education is considered an individual right and is part of the United Nations Sustainable Development Goals (SDGs) 2030 Agenda. Conversely, education emerged as the most vulnerable sector during his COVID-19 pandemic (Lansangan and Gonzales, 2020, p. 124), and education seems to be reserved for the privileged during this time. In his Rappler article for Magsampol (2020), he highlighted a public school



teacher's statement. The lesson in this pandemic time is that it's only for those who can afford it. The report, as Laguipo (2021) reiterated in an article in News Medical, said the Philippines was unprepared to deal with the COVID-19 pandemic and educational institutions face many challenges during this time. says. Curriculum design in the current education system is being redirected to meet the needs of students based on the COVID-19 pandemic situation (Carag, E. 2021), and both teachers and students are readily adapting to distance learning. had to learn to do (Flores & Swennen, 2020). Teachers and students struggle with classroom dilemmas to adapt to the demands of new normal teaching and learning (Lansangan & Gonzales, 2020). Despite all these challenges, as Raj (2021) cites in his article, professional teachers face several challenges, including role ambiguity, classroom management difficulties, and the depletion of online teaching. You have to fight your stressors (International Journal of Environmental Research and Public Health). "Covid-19: Some Malaysian educators are facing burnout due to demands for education during the pandemic.

Filipino teachers are not impregnable to the impacts of pandemic to educational institution. According to De Vera (2020), Filipino teachers are not prepared in facing the new way of schooling. *"There are times that instructors are stressed because there are a lot on their plates"* (Canlas, 2021). Unraveling the teaching experiences of the educators in time of pandemic will help us fully understand their situations and we can also learn from their experiences. For instance, a study focusing on the psychological impact of COVID-19 at a Spanish university as cited by Radu, Schnakovszky, Herghelegiu, Ciubotariu, & Cristea, (2020), revealed that there were moderate to extremely severe scores of anxiety, depression, and stress for students and lower scores for the university's staff. Studies exploring the experiences of the educators can be a great help to determine the number of factors which affect and contribute to the teaching experiences of early childhood educators in this New Normal. The study of Lansangan, and Gonzales (2020), explored the instructional predicaments of public Science school teachers to adapt in the demands of the new normal teaching and learning. Findings from their study revealed seven emerging emotional themes capped as HOPEFUL: Hard-working and dedicated; Optimistic amidst uncertainty; Problematic yet reflective; Evenhandedness in responsibilities; Frightened but ready; Undisruptive desire to reach; and Lifelong learner. De Vera (2020) also explored the challenges and teacher resilience in the New Normal Classroom instruction using social media in Philippine Context. The results of the study revealed emerging themes summarized by the acronym "BRIGHT": Build resilience to overcome the challenge of new normal; Resourcefulness in time of pandemic; Innovate to produce interactive and effective instructions; Goal-oriented; Hone skills in various teacher preparations that will show flexibility and authenticity; and Technology-assisted learning environment through the use of social media. Another study was conducted by Talampas & Martinez (2021) on the teachers' experiences in the New Normal focusing on the English language teachers. Emerging themes from the study were revealed namely: 1). Overcoming new challenges in teaching job; 2) Altruistic act of teachers towards the second language learners; 3) Technology as the main tool for teaching; and 4). Teachers acting more as guides than facilitators. It was also revealed that eclectic approach as the common method to teaching English in this new normal. Findings also revealed that English language teachers have redesigned their teaching strategies in lieu with the learners' needs and capabilities. In terms of the early childhood setting, directors and early childhood teachers demonstrated flexibility in adapting program practices in the new normal (Grindal, Smith, Nakamura & Granja 2021). It was also revealed in the study of Etchells, Brannen, Donop, Bielefeldt,, Singer, Moorhead & Walderon(2021), that educators were navigating the demands of curriculum deliveries and processing the impacts of this pandemic while coping with the current situation. More so, findings of the study of Gomes, Almeida,Kaveri, Mannan,Gupta,Hu, & Sarkar (2021) revealed that teachers' adaptations to new pedagogies emerged during the pandemic.

Findings from various studies have highlighted the challenges and opportunities associated with the educational experience in the new normal. Challenges and lessons learned from the classroom during the COVID-19 pandemic have prompted educators to adapt teaching methods and curricula with a variety of methods available online that facilitate self-study (Flugelman, Margalit ,



Aronheim, et. Al (2021). Curriculum design will also be redirected to student needs based on the COVID-19 pandemic situation. This includes online setting approaches and teaching methods to support the student learning process. (Karagg, 2021). In addition, teachers adjusted teaching and learning designs based on policies implemented by institutions (Dayagbil, Garcia, & Olvido, 2021). According to Rasheed et al. (2020) As cited in Carag (2021), educational technology is he one of the major challenges in the education system during the COVID-19 pandemic. Additionally, findings by Dvir and Schatz-Oppenhimer (2020) identified three main categories: technology, education, education system. Despite changing and adapting the entire curriculum, the American Psychological Association argued that distance learning, even under the best of circumstances, failed to meet the challenges of meeting current educational needs. revealed three central categories: technological, pedagogical and educational system. Despite of the modification and accommodation in the curriculum as a whole, American Psychological Association asserted that, *distance education has not met the challenge of addressing present educational needs, even under the best of circumstances.*

Because of the challenges posed by this pandemic, teacher responses revealed both positive and negative experiences (Sanus, Oalaleye & Dada, 2020). A study by Barnová, Krásna, Gabrhelová and Dušek (2021) found that while teachers had fewer opportunities to improve their online teaching skills during the second wave of the said he was completely satisfied. According to Etchells, Brannen, Donop, Bielefeldt, Singer, Moorhead, and Walderon (2021), educators experienced burnout and trauma-related emotions. However, educators were able to manage personal assignments to meet the needs of students and meet the demands of the teaching and learning process. According to Trust & Whalen (2020) findings, many educators across the country and around the world were striving to transition from in-person learning to distance learning in a matter of days during the COVID-19 pandemic. . Yet, this pandemic has revealed significant gaps in teacher readiness and training for emergency distance learning. This includes, but is not limited to, teaching with technology. As such, it has a reputation for supporting educators with their needs when teaching in the new normal.

For the potential of education in the new normal, research shows the need for flexible learning delivery pathways, the role of technology, the teaching and learning environment, and the prioritization of safety and security (Dayagbil, Palompon , Garcia & Olvido, 2021). The situation of teacher learning cited by Carag (2021) (La Velle et al., 2020) should also be emphasized in the current educational context. Sut & So (2021) recommends improving teacher satisfaction in online teaching and student satisfaction in online learning. An article published in the American Psychological Association, titled "Education and Learning in the Post-COVID-19 World," identifies competencies that educators are lacking and aims to improve overall sustainable programs for professional learning and education. It also suggests that it is necessary to build a system of Given that early childhood educators want to learn more about developmentally appropriate practices for engaging children in learning during this pandemic (Ford, Kwon, and Tsotsoros 2021), It is important to involve them in redesigning curricula and educational practice supports.

Various studies highlight the challenges and opportunities of education in the new normal, but there are still many factors to consider. The teaching experience varies from institution to institution due to differences in learning styles, institution policies, teacher personalities, and individual educational philosophies. Even teachers working at the same institution struggle in different ways (Kraft & Simon 2020).

STATEMENT OF THE PROBLEM

This study sought to establish and formulate a theory in teaching experiences of early childhood educators in the new normal, in which the Multi-faceted Endeavor Theory for the purpose of establishing the idea that " The teaching experiences of the Early Childhood educators in the New Normal are a Multi-faceted Endeavor".

RESEARCH DESIGN AND FRAMEWORK

This study utilized the deductive approach in theory development that explains the phenomenon under investigation. This method most starts with theories drawn from existing literatures which support the phenomenon in question and lead to a new hypothesis (Streubert & Carpenter, 2011) as cited by Gaviola (2021). The deductive approach starts with axioms -simple true statements about how the world works (Nisbet, Miner, Yale 2018). These axioms are being processed and assimilated into propositions (Zhang et al. 2019) as cited by Cabello et. al. (2020) that eventually led to the analysis and interpretation of propositions that supported the theory.

In this study, the process in formulating the Multi-Faceted Endeavor Theory is anchored on the deductive axiomatic approach illustrated below following the steps in generating a theory adapted from Padua (2012) as cited by Cabello et. Al (2020).

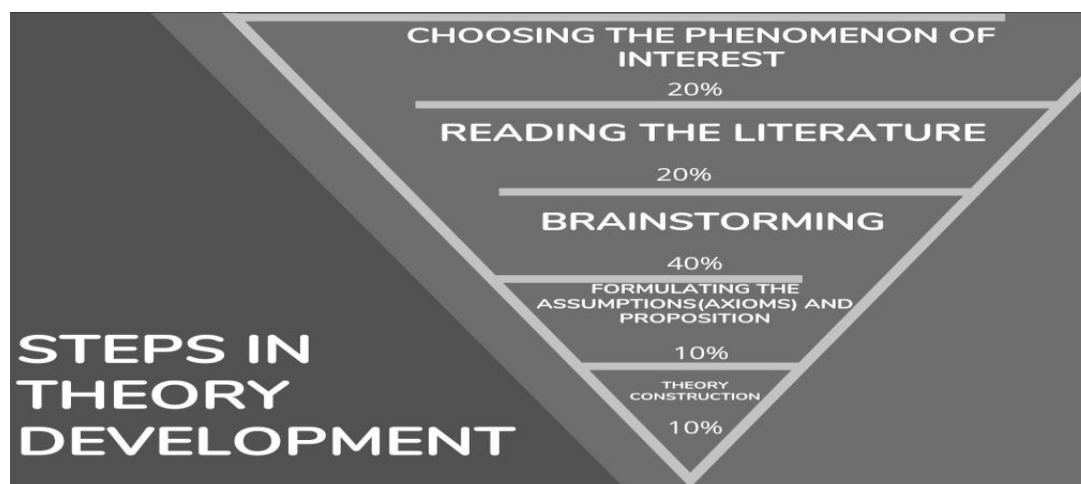


Figure 1. Deductive Axiomatic Approach in Theory Development
(Adapted from Padua, 2012)

Selection of phenomena of interest. The selection of points of interest is very important. This is because it serves as a focus for theory development that may have different underlying ideas, as suggested by Cabello et al. (George, 2019). Al (2020). Choosing a phenomenon of interest is the first step in formulating a theory using a deductive axiomatic approach.

Read literature. To develop a theory, it is important to have a focus or point of interest. Finding relevant material is essential to support the research under investigation. Reading relevant studies and literature can help expand the knowledge base of phenomena and contextualize the implications of how theories are developed (Bennett & Royle, 2016). Al (2020). Insights from relevant research and literature help identify research gaps, and it is easy to construct various axioms and propositions to formulate a theory.

Brainstorming. It is the process of extracting key information that connects other concepts and opens different perspectives, highlighting several factors that contributed to the generation of Cabello et al. al (2020). Brainstorming, as cited by Gaviola (2021), is an integral part of juxtaposing facts and relevant articles to demonstrate the importance of phenomena (Seeber et al., 2017). This is the phase that promotes consistency and cohesion of data used in the theory development process (Henningsen & Henningsen, 2018), Cabello et. al (2020).

Formulation of axioms and theorems. After collecting and analyzing all relevant literature and research, the formulation of axioms and propositions begins (Prasad et al., 2018). Cabello et. al (2020). The formulation of axioms and theorems is an important step in the development of theory. Axioms are the basic, primitive assumptions of a given theory that govern propositions, and propositions are the logical consequences of these axioms (Novikov, 2011). These axioms and theorems are essential elements in creating a theory.

Theory building. All statements must agree to complete the theory. This is the final step using the deductive axiomatic approach (Stergiou & Airey, 2018) cited by Gaviola (2021). According to



Kivunja (2018), a theory is a set of interrelated definitions, concepts, and propositions that lead to systematic consideration of predictions and explanations of phenomena.

RESULTS AND DISCUSSIONS PHENOMENON

The phenomenon addressed in this article is the educational experience of educators in the new normal. All the demands, expectations, and other concerns in this new normal have made teaching and learning an important and popular research topic (Sut & So, 2021). However, little attention has been paid to early childhood educators. Also, little is known about their educational experience in this type of institution. With this, researchers hope to develop a theory to explain the educational experience of educators in the new normal. This work thus developed a multi-faceted Endeavor Theory in the classroom experience of early childhood educators in the new normal.

axiom

After collecting all relevant literature and research, the researchers identified several statements that have been accepted, established, and proven to be self-evident. The next axiom is:

AXIOM 1. EDUCATORS' EXPERIENCES OF EARLY CHILDHOOD EDUCATION IN THE NEW NORMAL REFLECT THE DEVELOPMENTAL PROCESS OF EDUCATORS ADAPTING TO ENVIRONMENTAL CHANGES

Urie Bronfenbrenner's ecological theory of human development. This theory states that environment, social interactions, and time play important roles in human development. Teaching in the new normal differs from the usual teaching and learning methods, as teachers are developing to adapt to the changing environment. Teachers are adapting their teaching methods to meet the needs of learners during this time of the COVID-19 pandemic. They also learn new modalities offered by academic institutions. Other teachers learn new approaches and teaching media through first-hand experience and observations from other professionals. This pandemic is truly a phenomenon that no one has prior knowledge or experience of, and it has severely impacted educational institutions on all continents of the world. Schools are being forced to change their practices, learning methods and policies to meet the demands and expectations brought about by this pandemic. As this is a new situation, educational institutions are still in the trial and error stage. Teachers are seen as newcomers to education in the new normal, still adapting to the teaching and learning process. Adaptation to these changes implies human development brought about by environmental changes throughout life. Based on Bronfenbrenner's ecological theory of human development, there are various systems that influence human development. These include social interaction, environment, and time (Alam, nd). This theory also emphasizes that the environment is not a static state. There are environmental changes that occur throughout life leading to historical events and life transitions (Berk, 2002; Alam, nd). Bronfenbrenner's ecological theory further emphasized that human development unfolds within a complex set of systems that include cultural, social, economic and political components (Bronfenbrenner Center for Translational Research). , undated). Using ideas from Bronfenbrenner's ecosystem theory, we conclude that the early childhood classroom experiences of educators in the new normal reflect their developmental processes in adapting to environmental changes. It is in this document, environment includes virtual space.

AXIOM 2. THE TEACHING EXPERIENCES OF THE EARLY CHILDHOOD EDUCATORS IN THE NEW NORMAL INVOLVE A LEARNING CYCLE ON HOW TO TEACH DURING A PANDEMIC

Kolb's Experiential Learning Cycle. This theory states that "learning is the process by which knowledge arises through the transformation of experience" (Kolb, 1984, p. 38, cited by McLeod,



2017).

Kolb's experiential learning cycle consists of 1) concrete experiences. 2) Observing new experiences in retrospect. 3) Abstract conceptualization. 4) Active experimentation. This explains that learning can be observed as a person goes through a cycle of these his four stages. In concrete experiences, one encounters new experiences, situations, or reinterpretations of existing experiences. This is followed by retrospective observation of the new experience, highlighting the discrepancies between experience and understanding. Through the process of contemplation one arrives at new ideas and changes in existing concepts based on one's own experience. Ultimately, the person applies his ideas and sees what happens.

In this new normal, educators are still learning how to teach in such situations. Educators are still thinking about providing good practices to engage students in learning. The findings of Ford, Kwon, and Tsotsoros (2021) underscore the desire of early childhood educators to learn about developmentally appropriate practices for engaging children in learning during this pandemic. increase. Their research also reported that early childhood educators lack virtual teaching knowledge and skills. Additionally, technical skills need to be developed to help them use interactive resources and user-friendly educational platforms designed specifically for early childhood education (Alan 2021). They also draw on their own experiences and the experiences of others to reflect on whether what they are doing and what others are seeing are valid in the current situation. They recognize the challenges and opportunities of the new normal classroom and come up with ideas on how to adapt to change by changing teaching methods and classroom design. With no established approach to teaching and learning situations like this, teachers are still observing whether their approach to teaching is applicable and effective in the new normal. When they realize there is something they need to improve on, they go through the same learning cycle. Therefore, we conclude that in the new normal, teachers go through a learning cycle and develop appropriate strategies based on learners' needs. It has been suggested that the educational experience of early childhood educators in the new normal includes cycles of learning how to teach during a pandemic.

AXIOM 3. EARLY CHILDHOOD EDUCATORS' EDUCATIONAL EXPERIENCES IN THE NEW NORMAL FOSTER SURVIVAL SKILLS TO COPE WITH PERSONAL AND PROFESSIONAL CHALLENGES

Darwin's theory of evolution. This theory suggests that organisms that are best adapted to their environment survive best (Cunningham, 2020). Furthermore, individuals are able to survive because they have traits that adapt and adapt to circumstances (Berk, 2002).

Ethological theory by Lorenz and Tinbergen. This is an approach that addresses the adaptive or survival value of behavior and its evolutionary history. A corpus of data drawn from the results of various studies showed that early childhood educators face challenges when teaching in the new normal. This includes personal and professional challenges. Educators experienced burnout and trauma-related emotions during the COVID-19 pandemic, but were able to put them aside to address student needs (Etchells, Brannen, Donop, Bielefeldt, Singer, Moorhead, Walderon, 2021). Furthermore, the results of a study by Khan and Mikuska (2021) showed that new protective processes introduced by this pandemic are difficult to adapt and have issues that need to be addressed. Early Childhood Education strives to bring the best possible outcomes for children. It is therefore concluded that educators' educational experiences in the new normal foster survival behaviors for coping with personal and professional challenges.

AXIOM 4. EARLY CHILDHOOD EDUCATORS' CLASSROOM EXPERIENCES IN THE NEW NORMAL EMPHASIZE THE FUNDAMENTAL ROLE OF EDUCATORS IN SUPPORTING THE COGNITIVE, SOCIAL, AND EMOTIONAL NEEDS OF CHILDREN AND THEIR FAMILIES.

Vygotsky's Sociocultural Theory. This theory emphasizes the fundamental role of social interaction



in cognitive development (Vygotsky, 1978) and firmly believes that adults or 'more knowledgeable others' make important contributions to one's development. I believed.

The lessons are not just about developing the cognitive abilities of the students. It is also intended to develop other human skills, such as the social-emotional domain. Results of a review of relevant literature indicate that teaching in the new normal includes consideration of equality, social and emotional impacts on students, academic impacts, and parent/family impacts. (Timmons, Cooper, Bozek, & Braund, 2021). It also takes into account the pressures on families and children and threats to quality of life and well-being (Jalongo, 2021). Early childhood educators believed in the critical role of social interaction in child development and the fundamental role of adults in young learners. As such, they believe greater support for the social and emotional needs of parents and children is critical during this pandemic time, and this element is part of the educational experience in the new normal. . We therefore conclude that the classroom experience of early childhood educators in the new normal highlights the fundamental role of educators in supporting the cognitive, social and emotional needs of children and their families. attached.

AXIOM 5. EDUCATORS' TEACHING EXPERIENCES IN THE NEW NORMAL SHOW MOTIVATION TO ACHIEVE GOALS

Goal setting theory. This theory states that the source of motivation is the desire and intention to achieve a goal.

Data from relevant studies showed that the common denominator of academic institutions is the realization of their vision and mission. The findings of Lansangan and Gonzales (2020) showed that the experience of science teachers is the answer to their mission to shape today's generation for uninterrupted education. A study by De Vera (2020) found that during this pandemic, teachers were goal-oriented and were able to build resilience to face the challenges of the new normal despite the challenges posed by the current situation. was also shown. Therefore, we conclude that the teaching experience of educators in the new normal indicates their motivation to achieve their goals.

PROPOSITIONS

The formulation of the five axioms led the researcher to construct five propositions. These propositions are as follows:

1) government agencies and academic institutions should provide substantial supports to early childhood educators to adjust with the environmental changes in teaching during this new normal; 2) professional learning communities of early childhood educators should be encouraged to reflect and share on the teaching experiences during the new normal; 3) trainings cultivating survival behaviors for overcoming personal and occupational challenges should be implemented as part of the early childhood education capability enhancement program; 4) teacher-led guidance and counseling activities for parents and children's wellness should be enhanced to support their cognitive, social and emotional needs; and 5) early childhood educators should continue to stay focus and motivated in achieving their goal by giving them opportunities for reflective narratives

Proposition 1. Government agencies and academic institutions should provide substantial supports to early childhood educators to adjust with the environmental changes in teaching during this new normal

According to Barnová, Krásna, Gabrhelová, & Dušek (2021), experiences gained during the second wave of this pandemic posed the questions whether teachers received the kind of support they needed in teaching in the new normal, findings from their study revealed that teachers did not have many opportunities to improve their teaching skills. With this, as emphasized on the article published by American Psychological Association titled 'Teaching and Learning During COVID and



Beyond', it is integral to identify competencies that educators are lacking and build sustainable, program-wide systems of professional learning and teaching. As the teaching experiences of early childhood educators in the new normal echo the educators' process of development in adjusting to environmental changes (Axiom 1), it is important to understand that development is not an abrupt process; it takes time to adjust to environmental changes and essential supports are needed. Therefore, this white paper suggests that government and academic institutions need to provide critical support to early childhood educators to adapt to the changing environment in the classroom during this new normal. increase.

Proposition 2 The professional learning community of educators should be encouraged to reflect and share their teaching experiences during the new normal.

Educational institutions around the world have been affected by her COVID-19 pandemic. However, each educational institution has different requirements. There are different guidelines, implementations, and learning methods. We have also learned that different institutions face challenges and develop protective and preventive measures to address these challenges. It is important to learn not only from your own experience, but also from the experience of others. Learning and teaching processes can be developed through mutual cooperation from one institution to another. While early childhood educators are evolving to adapt to changing environments (Axiom 1), it is imperative to share learning cycles on how to teach during a pandemic (Axiom 2). Through this collaboration, we can also share survival behaviors to meet personal and professional challenges (Axiom 3). Therefore, this paper should encourage professional learning communities to reflect and share classroom experiences during the new normal in order to improve teaching and learning processes and achieve educational goals. (Axiom 5).

Proposition 3: Training to develop survival skills to meet personal and professional challenges should be part of programs to improve early childhood education skills

Survival behavior is important in all aspects of human life. Overcoming challenges is important because it can be a measure of the success of our efforts. Education in the new normal is perceived as challenging because it is different from the way we are used to it. Many personal and professional challenges have emerged during this pandemic, and educators are also vulnerable to these challenges. However, in order to support the cognitive, social, and emotional needs of children and their families (Axiom 4), they must adapt to changing environments (Axiom 1). Equipping early childhood teachers with survival skills is therefore beneficial to the teaching and learning process. Therefore, this study suggests that training to promote survival skills to deal with personal and professional challenges should be implemented as part of early childhood education skill development programs.

Proposition 4 Teacher-led guidance and counseling activities for parent and child well-being should be strengthened to support their cognitive, social and emotional needs.

Learners are more prone to stress and depression in the new learning environment of the new normal. During face-to-face classes, learners were able to express their problems to classmates and teachers. But during this pandemic, most learners are staying home and unable to tell their stories about the challenges they face in the new normal. This situation usually leads to poor student performance in classroom activities. On the other hand, parental involvement benefits learners in the new normal as it can increase children's motivation to learn. But parents have needs too. It is therefore important to create opportunities to meet the cognitive, social and emotional needs of children and parents in this new normal. This study therefore suggests that teacher-led orientation and counseling activities for parent and child well-being should be strengthened to support cognitive, social and emotional needs.

Proposition 5 Early childhood educators should keep them focused and motivated to achieve their goals by providing opportunities for reflective storytelling.

It is important to start the teaching and learning process with a purpose in mind. Goals to be achieved are the driving force to keep trying even in adverse circumstances. The classroom experience of educators in the new normal has emphasized motivation to achieve goals (Axiom 5). Early childhood educators must focus on what lies ahead, taking into account all previous experiences. Challenges can often arise in the teaching and learning process, but all of these challenges as part of the early childhood educator's classroom experience are essential to addressing personal and professional challenges. (Axiom 3). Being goal-oriented helps early childhood educators keep up with teaching practices that enable them to reach their goals. Therefore, this paper suggests that early childhood educators should stay focused and motivated to achieve their goals by providing opportunities for reflective storytelling.

THEORY

The educational experience of early childhood educators in the new normal is a multifaceted endeavor theory. These educational experiences reflect the developmental process of educators adapting to changing environments, include the learning cycle of education during a pandemic, develop survival skills to cope with personal and professional challenges, Emphasize the fundamental role of educators in cognitive, social, and emotional support. Shows emotional needs and their families, shows motivation to achieve goals. This is how this theory unfolds and is what we call the Multifaceted Effort Theory in the Early Childhood Educator's Educational Experience in the New Normal.

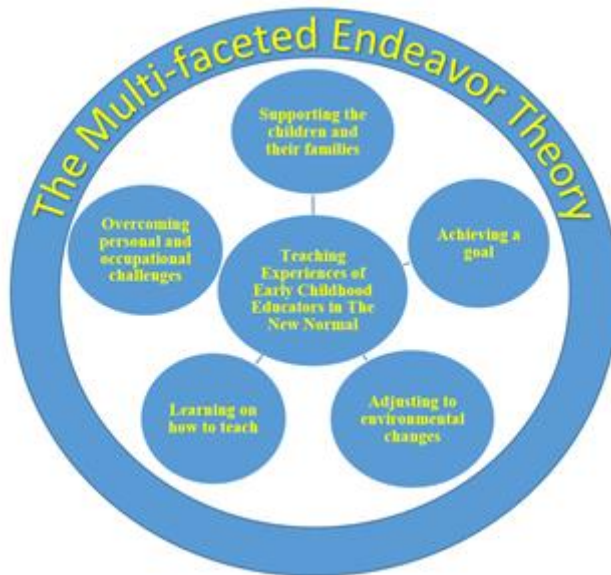


Figure 2. The Multi-Faceted Endeavor Theory in the Teaching Experiences of Early Childhood Educators in the New Normal


FUTURE DIRECTION: THEORY VALIDATION


The following tools and processes will be used as part of an overall protocol to test the multifaceted effort theory in the classroom experience of early childhood educators in the new normal. Questionnaires for interviews and focus group discussions and surveys (all suggestions). Informants for theory testing are national private and public educators. Data is collected using

validated means such as survey questionnaires and interview questions. The data obtained are analyzed using appropriate statistical tools. The Ten Principles of Ethical Consideration by Bryman & Bell (2007) are also used. The results and considerations for each proposal are presented in the following chapters.

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