

My Philosophy

I believe education is developing the whole child, emotional, physically, socially and intellectually as an educator it is my responsibility to ensure that all children are given the opportunities to achieve this to their full potential. The foundation, upon which I believe is the first step in the development of the child, is forming a trusting relationship with them. Children must feel safe and secure within their environment before they explore it. I achieve this by knowing my students; who they are, where they come from, what they know and how we can work together to achieve the best learning outcome for all. I ensure that I have a positive rapport with families, where open lines of communication are always available, communication is paramount. Their children are the most important people in their lives and families must feel assured that their child feels safe and secure in their environment.

The philosophies of Piaget, Vygotsky, and Bronfenbrenner underpin my pedagogy and this is demonstrated through the constructivism and social-constructivism approaches used within my teaching and learning experiences. I believe that children's development of concepts is achieved when they have hands on experiences, where children become human endeavours of their environment. Through investigation and observation children begin to build their process of inquires which is fundamentally important for them to become successful learners in future schooling and in life. Additionally children's social interactions had with peers, family, friends, community members and educators play a role in their development. Social interactions provide the opportunity for children to collaborate and discover with others, to help scaffold upon their current knowledge.

I believe that children do learn through play, children should have the right to be children, it is my belief that every play experience can be utilised to extending children's development. Through providing stimulating and nurturing learning areas and experiences based around children's interests, children are able to make better connects in constructing information because it exciting and familiar to them. Through my own development as an educator I have come to realise that not ever experience has to be planned, children's development can still be fostered in spontaneous activities through intentionally teaching practices.

Development is an ongoing process that needs to be evaluated and reflected upon, I pride myself in knowing that through by my observations, reflections, evaluations and extensions of children's interests are exceeding the children's needs. Additionally, reflection is an important part about how I professionally develop myself because through continual assessment of my teaching beliefs and practices I am able to seek professional learning when necessary to ensure I am providing high-quality care for all children.