

ABOUT ME

My name is Kate and I am an early childhood teacher committed to supporting your child's learning.

I am very passionate about Early Years from 0-8.

I have worked in the early childhood profession for over 15 years in various positions: as a nanny, playgroup coordinator, and storyteller at the local library, as an educator, kindergarten teacher, educational leader and a trainer.



MY TEACHING PHILOSOPHY



In play, a child is always above his average age, above his daily behaviour; in play, it is as though he were a head taller than himself."

Lev Vygotsky

CHILDREN



- I view each child as a unique and capable individual, a perspective consistent with the EYLF (DET, 2019). I recognise that they bring their own experiences, perspectives, and strengths to the learning environment. It is my responsibility to create a safe and inclusive space where children are encouraged to explore, discover, and express themselves freely, in line with the EYLF (DET, 2019).
- Learning is a dynamic process that occurs when children are actively engaged and motivated, as highlighted by the EYLF (2019). I am committed to supporting a play-based learning approach with a strong focus on socio-cultural theory. I believe that children learn best through hands-on, interactive experiences that reflect their cultural backgrounds and social contexts. This approach fosters not only academic growth but also social and emotional development.
- I am also a big fan of critical theory, which guides my practice towards encouraging critical thinking and problem-solving skills in children. I believe that nurturing these skills from an early age empowers children to become active, informed, and responsible members of society.
- Furthermore, my practice is inspired by nature pedagogies, which emphasise the importance of connecting children with the natural world. I believe that outdoor exploration, interaction with the environment, and an appreciation for nature contribute to a well-rounded and holistic education.

FAMILIES

"Through others, we become ourselves."

Lev Vygotsky

- I deeply respect the vital role that families play in a child's life, as outlined in the Early Years Learning Framework (EYLF) 2019.
- Recognising that the child is born into their culture, I am committed to creating a bridge between the child's home and the preschool environment. This aligns with the principles of the EYLF that emphasise the importance of a child's sense of belonging and connection to their family and community (EYLF, 2019).
- Building trustworthy and secure relationships with families is at the heart of my teaching philosophy, in accordance with the principles of the EYLF (DET, 2019). I understand that these relationships not only benefit the child but also align with one of the key principles of the EYLF – the sense of belonging (DET, 2019). To achieve this, I strive to establish open, genuine, and respectful connections with parents and caregivers.
- Open, two-way communication with families is a cornerstone of my practice, as encouraged by ACECQA. Through practices such as an open-door policy and shared decision-making, I ensure that families are active partners in their child's learning journey, adhering to the principles of the EYLF (DET, 2019).
- Collaborative efforts between educators and families create a supportive and nurturing environment in which each child can flourish.

COMMUNITY

- The community holds immense significance in a child's learning journey, as emphasised by the EYLF (2019). I believe that when preschools, families, and community groups collaborate, children benefit from a richer and more holistic educational experience, aligning with the principles of EYLF (2019).
- I actively seek opportunities to engage with and involve the community in the learning process.
- I acknowledge and respect the importance of incorporating Aboriginal and Torres Strait Islander perspectives into my early childhood curriculum, as outlined by ACECQA and the ECA Code of Ethics.
- I am committed to building strong partnerships with the elders and community members in my local area, in accordance with the ECA Code of Ethics (2006). I embrace the wisdom of the proverb, "It takes a village to raise a child," and I actively seek ways to involve the community in our educational endeavours.
- Community involvement not only supports children's sense of belonging but also empowers them to become active and engaged members of the larger community, aligning with ACECQA principles.
- I see community collaboration as a reciprocal relationship where we learn from and contribute to the well-being of the community as a whole, in line with the ECA Code of Ethics (2016).

COLLEAGUES



- I highly value the diverse views, experiences, and opinions of my colleagues and co-workers. In line with the Australian Code of Ethics, I am committed to appreciating and learning from the strengths that my colleagues bring to our educational community.
- I believe that collaboration among educators enhances the quality of early childhood education. By embracing our differences and sharing our knowledge and expertise, we create a more enriching and supportive environment for both children and ourselves, as encouraged by ACECQA.
- I am dedicated to fostering a culture of teamwork, open dialogue, and continuous professional development within our community of educators, in line with the ECA Code of Ethics (ECA, 2016).