

# TEACHING PHILOSOPHY

## The exploration of teaching strategy and EYLF



As an early childhood educator, I see myself as an artist, a facilitator and advocate for children, helping them paint their own masterpieces on the canvas of learning, providing them with a safe, loving and respectful learning environment, and helping them create their own unique colors and styles. In my opinion, early childhood education is not only about imparting knowledge, but also a key stage for children's all-round development. My educational philosophy is child-centered, respecting the uniqueness of each child, and stimulating their curiosity and interest in learning through exploration and play.



I think the role of educator is very important because they lay the foundation for a child's future in the early stages of their life. By interacting with children, teachers not only help them learn basic skills, but also help them develop social-emotional abilities and cultivate their curiosity, self-confidence and independence.

My teaching philosophy is based on the 'child-centered' principle. By creating a supportive environment, we are committed to promoting the comprehensive development of children in four areas: cognitive, emotional, social and physical. My goal is to give children a strong foundation to help them grow confidently and independently in the future.



Children are explorers full of curiosity and potential. They are curious and curious about the world and have their own unique perspectives and ideas. I believe that every child has the ability to understand and explore the world in their own way, and that their imagination and creativity should be respected and encouraged. In my teaching practice, I integrate such a child image into daily educational activities. I focus on creating a free and open learning environment for children where they have the opportunity to explore and express themselves. I can encourage children to learn through play by designing a wide variety of activities and projects, discovering and understanding new concepts through hands-on, experimental and creative work.

### Supporters and mentors



EYLF's "high expectations and equity" stress tailored support for each child's unique needs.

Jean Piaget's believes that children should build knowledge through active exploration and interaction with the environment. If the child often chooses blocks, then design an architecture-related learning activity, such as the "Build your Own City" project, that allows the child to explore basic concepts of geometric shapes and spatial relationships. Educators should encourage children to actively participate in learning and stimulate their curiosity and creativity through inquiry-based learning.

- "Children are confident and involved learners"
- "Children have a strong sense of wellbeing"

### Social Interaction facilitators

Vygotsky's sociocultural theory (1978) emphasized the critical role of social interaction in children's cognitive development, particularly within the "zone of proximal development" (ZPD), where adult or peer guidance can facilitate learning. By encouraging children to work together on collaborative projects, such as completing a group painting, they discuss colors, themes and arrangements for their work, which not only fosters their creativity, but also strengthens their communication and teamwork skills.



Aligns with "Partnerships with Families and Communities" by extending learning through meaningful interactions.

- "Children are connected with and contribute to their world"
- "Children are effective communicators"

### Create a diverse classroom environment



Follow the principle of "respecting diversity" to provide a safe and inclusive learning environment for all children to help them maximize their potential.

Create a learning environment that is open to discussion and respectful of all students. I believe part of this respect comes from understanding the impact of race, culture and class in the classroom, exposing children to and understanding different cultures through the introduction of storybooks, music and art works from different cultural backgrounds. This not only enriches their cultural knowledge, but also fosters an open mind and empathy. EYLF's first learning outcomes are consistent with this theory, emphasizing respect for and support for the uniqueness of each child. Create a diverse classroom environment

- "Children have a strong sense of identity"

### Reference

Beauchamp, C., & Thomas, L. (2009). *Understanding teacher identity: An overview of issues in the literature and implications for teacher education*. Cambridge Journal of Education, 39(2), 175–189. <https://doi.org/10.1080/03057640902902252>

Gardner, H. E. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Piaget, J. (1970). *Piaget's Theory* (G. Gellerier & J. Langer, trans.). in P.H. Mussen (ed.), *Carmichael's Manual of Child Psychology* (3rd edition, Vol. 1). New York, NY: Wiley.

Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes*. Cambrighe, MA: Harvard University Press.

Zollo, L., McArdle, F., & Gibson, M. (2020). *Act like a teacher: Being professional*. Routledge. <https://www.taylorfrancis.com/chapters/mono/10.4324/9781003115038-5/act-like-teacher-being-professional-felicity-mcardle-megan-gibson-lyn-zollo>