

Lim Qiao Yi, Group A
Philosophy Statement

I believe that children should be given the opportunities to learn through concrete experiences. These concrete experiences will enable children to gain better understanding on the Arts, Math and Science concepts that are relevant to them. Furthermore, learning can be enhanced when us, teachers, work closely with parents to provide a consistent learning environment at home and at school.

According to Piaget, children to need be given the opportunities to manipulate and explore concrete materials in order to gain knowledge about them (Sigel & Cocking, 1977). Hence, I feel that it is the responsibility of teachers to plan and provide such experiences. Children should also be imparted skills and knowledge that are useful in the later part of their life. These concrete experiences should also be coupled with adequate timing and reflection using questions posted by the teachers so that children can develop their critical thinking skills.

Other knowledge should include the importance of protecting their environment. As environmental issues such as global warming and extinction of certain species are arising, teachers should educate children on how they can help to maintain the Earth's natural cycle.

Based on Bronfenbrenner's ecological system theory, the mesosystem includes the inter-relationships between a child's immediate environments (Wikipedia, 2007). These immediate environments are usually the child's home and school. I feel that as a teacher, I should take the initiative to form meaningful relationships with parents such that partnership is possible. Parents may often be confused by the debates of what is best for the child, as teachers, we should make effort to discuss with parents, share useful information to derive an action plan for the child.

It is also my belief that all children should receive adequate education regardless of race, religion, gender, socioeconomic status, physicality and capability. The rising number of children with diverse need and abilities in mainstream classroom poses a great challenge to teachers. As

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stated in “Educating Learners with Diverse Abilities”, Vygotsky (1993) believed that children with disabilities can benefit not just academically but also socially and emotionally as the people act not only as mediation but also facilitators to motivate children towards growth and development. Therefore, I feel that teacher should not only provide for children with disabilities academically but also facilitate their social interactions, answering to their needs to communicate with peers.

All in all, I feel that the above practices will be useful in promoting a holistic child’s development. Most importantly, I feel that I should constantly reflect on my own practices to ensure the children in my care are receiving the suitable strategies.

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