

Lived Experiences of Filipino Childcare Educators in Australia: Basis for A Capacity-Building Program

Jeremy Cabato

Guardian Childcare & Education-Queensland, Australia

cabatojeremy@gmail.com

ABSTRACT

The increasing demand for qualified childcare educators in Australia has led to the active recruitment of migrant teachers, with Filipino educators becoming a significant and valued part of the early childhood workforce. Recognized for their nurturing teaching style, strong English proficiency, and dedicated work ethic, Filipino childcare educators have made meaningful contributions to the sector. However, despite their growing presence, there is limited research that explores the day-to-day realities they face as Filipino educators in Australian childcare settings. This study aims to address that gap by examining their experiences, the challenges they encounter, and the teaching and caregiving practices they employ. The findings of this research offer valuable insights that can help shape culturally responsive policies, workplace practices, and support systems within the Australian childcare sector.

Further, this study explored the lived experiences of Filipino childcare educators working in Australia, focusing on the challenges they encountered and the teaching and caregiving practices they employed in their professional roles. A descriptive qualitative approach was utilized, and data were collected through interviews with six purposively selected participants who met all inclusion criteria. Ethical principles and strict confidentiality were maintained throughout the research process. The collected data were transcribed, coded, and organized into themes, which were then reviewed, refined, and analyzed.

The findings revealed that Filipino childcare educators in Australia were primarily young professionals, with a balanced representation of both male and female educators, most of whom were new to the profession and lacked formal English language certifications. The study also identified various challenges they faced, including language barriers, cultural differences, and workplace dynamics, which they actively adapted to overcome. Furthermore, Filipino educators demonstrated diverse and effective teaching methods and caregiving practices, prioritizing children's emotional well-being, cultural sensitivity, and responsive caregiving within structured and safe routines. Based on these findings, recommendations were proposed to improve language proficiency, cultural orientation, teaching strategies, and workplace support systems, aiming to enhance the well-being, effectiveness, and professional development of Filipino childcare educators in Australia.

Keywords: Australian childcare, Filipino educators, challenges, teaching practices, caregiving practices

INTRODUCTION

Early childhood education and care (ECEC) plays a vital role in supporting children's cognitive, emotional, and social development, making the quality of childcare educators central to positive learning outcomes (Slaughter et al., 2024; Bennett, 2021). In Australia, increasing demand for qualified childcare educators has led to a more culturally diverse workforce, driven in part by the recruitment of migrant professionals (Smith, 2017). Filipino childcare educators have become a significant presence in this sector, recognized for their nurturing teaching styles, strong work ethic, and adaptability in multicultural environments (De Oca & Malaga, 2025; Jones & Brown, 2019). As global labor mobility continues to shape early childhood education systems, understanding the experiences of migrant educators has become increasingly important.

Despite their contributions, Filipino childcare educators often encounter challenges as they transition into Australian childcare settings. Research indicates that migrant educators commonly face language-related difficulties, cultural adjustment concerns, and workplace dynamics that influence professional integration and job satisfaction (Smith, 2017; Brown & Johnson, 2018). Although Filipino educators are generally proficient in English, differences in accent, colloquial usage, and communication styles may still affect interactions with colleagues, parents, and children (D'warte & Slaughter, 2021; Novio, 2015). These challenges require continuous adaptation and resilience in professional practice.

Cultural background further shapes the teaching and caregiving practices of Filipino childcare educators. Cultural values such as empathy, relational care, and respect are often integrated into their professional roles, influencing how they support children's emotional and social development (Lee, 2020; Omega & Alieto, 2019). However, navigating cultural differences within Australian childcare institutions may also present tensions, particularly when expectations, routines, and pedagogical approaches differ from those familiar to Filipino educators (Keh, 2020; Rodriguez & O'Connor, 2020). Understanding these cultural dynamics is essential for promoting culturally responsive practices in early childhood education.

Although existing literature has explored the experiences of migrant educators broadly, limited studies focus specifically on Filipino childcare educators in Australia. In particular, there is a lack of research examining their day-to-day lived experiences, especially regarding how they manage language barriers, cultural adjustment, and workplace relationships within childcare settings (Jones & Brown, 2019; Lee, 2020). This gap in the literature restricts the development of targeted support systems and professional development programs that address their specific needs.

To address this gap, the present study explores the lived experiences of Filipino childcare educators working in Australia, focusing on the challenges they encounter and the teaching and caregiving practices they employ. Using a descriptive qualitative approach, the study aims to generate insights that will inform the development of a capacity-building program tailored to Filipino childcare educators. By documenting their experiences, this research contributes to the advancement of inclusive policies, culturally

sensitive practices, and professional support mechanisms within the Australian childcare sector.

This study was conducted to address the following questions:

1. What is the demographic profile of the participants in terms of:
 - a. age;
 - b. sex;
 - c. years of teaching experience;
 - d. highest educational attainment; and
 - e. English certificates (IELTS, TOEIC, TOEFL, TEFL)?
2. What are the challenges faced by the participants in the Australian childcare sector in terms of:
 - a. language barriers;
 - b. cultural adjustment; and
 - c. workplace dynamics?
3. What are the teaching practices of the participants in the Australian childcare sector?
4. What are the caregiving practices of the participants in the Australian childcare sector?
5. What capacity-building program for Filipino childcare educators in Australia may be proposed based on the findings of the study?

Figure 1: Research Paradigm

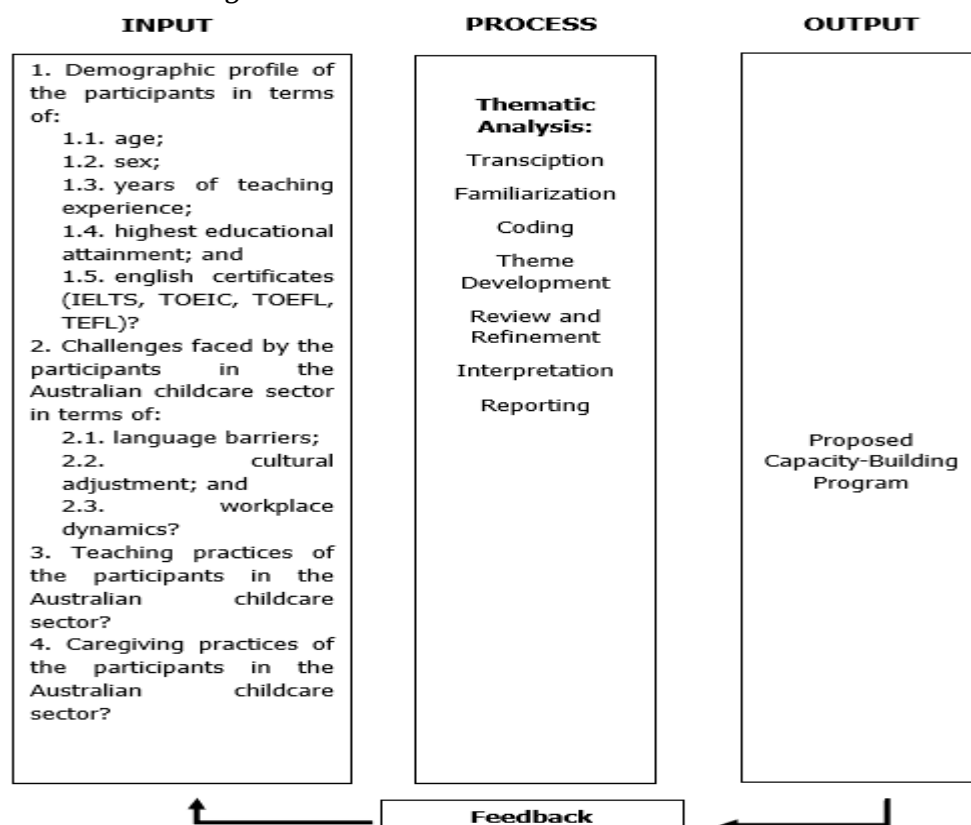


Figure 1. Paradigm of the Study

METHODS

Research Design

This study employed a **descriptive qualitative research design** to explore the lived experiences of Filipino childcare educators working in Australia. Descriptive qualitative research is appropriate for capturing detailed accounts of participants' perspectives, meanings, and interpretations of their professional experiences within specific social and cultural contexts (Creswell & Poth, 2018). The design allowed for an in-depth examination of challenges, teaching practices, and caregiving approaches as narrated by the participants themselves.

Participants and Sampling

The participants of the study were **six Filipino childcare educators** currently employed in various childcare settings across Australia. **Purposive sampling** was used to select participants who could provide rich and relevant information based on the objectives of the study (Palinkas et al., 2015). Inclusion criteria required participants to: (1) be Filipino citizens, (2) be currently working in the Australian childcare sector, (3) have at least one year of professional experience in childcare, and (4) provide informed consent. Individuals who did not meet these criteria were excluded from the study.

Data Collection Instrument

Data were collected using a **semi-structured interview guide** developed in alignment with the research questions. The interview guide covered four major areas: participants' demographic profiles, challenges encountered in the Australian childcare sector (language barriers, cultural adjustment, and workplace dynamics), teaching practices, and caregiving practices. Semi-structured interviews were chosen to provide flexibility while ensuring consistency across participants, allowing them to share detailed personal narratives and reflections (Brinkmann & Kvale, 2018).

Data Gathering Procedure

Following ethical clearance and informed consent, one-on-one interviews were conducted at mutually convenient times using online communication platforms. All interviews were audio-recorded with participants' permission to ensure accuracy. The recordings were transcribed verbatim prior to analysis. To enhance credibility, **member checking** was conducted by allowing participants to review summarized interpretations of their responses for accuracy and clarification (Lincoln & Guba, 1985).

Data Analysis

The interview transcripts were analyzed using **thematic analysis**, following the steps of familiarization, coding, theme development, review, and interpretation (Braun & Clarke, 2006). Initial codes were generated from recurring ideas and patterns within the data, which were then grouped into broader themes reflecting participants' shared experiences. Thematic analysis enabled a systematic yet flexible approach to identifying key issues related to professional challenges, teaching strategies, and caregiving practices.

Ethical Considerations

Ethical principles were strictly observed throughout the study. Participants were informed of the study's purpose, procedures, and their right to withdraw at any time without penalty. Confidentiality and anonymity were ensured by using pseudonyms and securely storing all data. Audio recordings and transcripts were accessible only to the researcher and were used solely for academic purposes, in accordance with ethical research standards (Creswell, 2018).

RESULTS AND DISCUSSION

The findings of the study presented the results of the data analysis and the corresponding discussion based on the findings derived from the data gathered.

Table 1. Respondents' Profile in Terms of Age

Age	Frequency	Percentage
21-30 years old	5	83.33%
31-40 years old	1	16.67%
Total	6	100%

Age. Based on the table 1, the highest frequency of respondents age falls within the 21-30 years old category, with a count of 5 individuals, constituting 83.33% of the total respondents. This indicates that most of the Filipino childcare educators in Australia belong to the younger age bracket. The prevalence of this age group could be attributed to several factors, such as their relatively recent entry into the workforce, a greater likelihood of seeking opportunities abroad, or the dynamic nature of childcare roles that might appeal more to younger professionals. The dominance of this younger demographic might also influence the perspectives and practices within the childcare industry. Younger educators may bring fresh ideas, energy, and adaptability to their roles, aligning with modern approaches to early childhood education.

However, their relative lack of experience compared to older professionals could present challenges in handling complex scenarios or long-term career stability within the field. Additionally, this pattern might reflect broader migration trends, where younger individuals are more inclined to pursue international career opportunities. It may also hint at a pipeline of new graduates entering the childcare sector, suggesting that the industry benefits from an influx of educated and skilled young professionals. While only one individual reported being in the 31–40 age group, constituting 16.67% of the total respondents, this implies that there are fewer Filipino childcare educators in Australia within the middle age group.

The low representation of this demographic could indicate that individuals in this age bracket are pursuing alternative career paths or facing barriers to entering the childcare sector during these years. These barriers might include visa restrictions, competing professional responsibilities, or family obligations. Further, these barriers may make it less feasible for them to pursue or remain in childcare roles, especially if the positions offer limited flexibility or compensation. Then, there were no respondents among Filipino childcare educators in Australia aged 41 and above, which implies that the absence of

Filipino childcare educators in this age group is likely due to migration patterns that favor younger individuals, the physical demands of the profession, and the desire for roles with higher pay and job security as individuals age. Older professionals may also prioritize family responsibilities or transition to other careers with less demanding conditions. These factors highlight challenges in retaining older workers and emphasize the need for strategies to address workforce sustainability in the childcare sector.

This trend aligns with broader patterns observed in the Australian early childhood education and care (ECEC) workforce. According to the "Early Childhood Education and Care Workforce Capacity Study," childcare workers are generally younger, with more than 70% of Out of School Hours Care Workers being under 35 years of age (Paschall, Ekyalongo, & Padilla, 2023). According to the Philippine Statistics Authority, the age distribution of Overseas Filipino Workers (OFWs) shows a significant proportion in the younger age brackets. In 2020, approximately 40% of OFWs were aged 25 to 34, and about 30% were aged 35 to 44. This trend suggests that a substantial number of Filipinos seeking employment abroad, including in sectors like childcare, are relatively young. They also noted that younger Filipinos are more inclined to pursue employment opportunities overseas, including in sectors like childcare. This inclination is driven by the desire for improved economic prospects and professional growth.

Table 2. Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage
Male	3	50%
Female	3	50%
Total	6	100%

Sex. The distribution of respondents' profiles based on sex, as presented in Table 2, reveals an equal representation of male and female Filipino childcare educators in Australia, with each sex comprising 50% of the total sample. The equal distribution between male and female respondents highlights a noteworthy trend towards gender equality within the childcare sector. While historically, early childhood education has been viewed as a predominantly female profession, the presence of male educators reflects a gradual shift towards greater gender diversity in the field. This shift may be attributed to changing societal norms regarding gender roles in caregiving and education, as well as increasing efforts to encourage male participation in professions traditionally dominated by women.

Further, gender diversity in the workforce enriches the caregiving environment by fostering a broader range of perspectives and teaching approaches. Male educators, for instance, may bring different experiences and role models for children, especially in culturally diverse settings. The balanced representation suggests that both male and female educators contribute equally to the sector, which may lead to more inclusive and dynamic learning environments that benefit children's development and provide a more balanced caregiving approach. The balanced sex distribution also highlights the multicultural context of the Filipino workforce in Australia. Filipino educators, regardless of gender, bring a cultural richness that contributes to the inclusivity and diversity of the

childcare environment. The gender balance may reflect broader trends in the migration of Filipino workers, where both male and female professionals are equally likely to pursue careers in early childhood education abroad, particularly in countries like Australia where there is high demand for skilled workers.

Research highlights the benefits of gender diversity in early childhood education, noting that male educators can offer diverse perspectives and serve as role models, enriching the learning environment. An article from the Canadian Child Care Federation emphasizes that male participation in early childhood education challenges traditional gender roles and provides children with varied role models. In the Philippines, societal norms have traditionally placed caregiving roles predominantly on women. However, there is a growing recognition of the importance of male involvement in early childhood education. A report by the World Bank (Belhaj Hassine Belghith & Fernandez, 2021), notes that while women are more represented in the childcare workforce, there is an increasing acknowledgment of the need for male participation to provide balanced role models for children. Further, efforts to encourage male participation in early childhood education are evident in various initiatives. For instance, the Australian Children's Education & Care Quality Authority (ACECQA, 2024) discusses the importance of reflecting diversity in education and care, including gender diversity, to create inclusive environments for children and families.

Table 3. Respondents' Profile in Terms of Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage
1-5 years	6	100%
Total	6	100%

Years of Teaching Experience. In Table 3, all six respondents reported having 1-5 years of teaching experience, comprising 100% of the overall population. This suggests that Filipino childcare educators in Australia, at least within this sample, are relatively new to the profession, with a short duration of teaching experience. This may imply that most Filipino educators in Australia are entering the childcare workforce relatively recently, which may reflect current migration patterns and a high demand for younger workers in this field.

Additionally, it might point to a trend of seeking professional stability early on, with individuals choosing childcare as a long-term career option after their migration. Furthermore, the predominance of early-career educators could be a sign of sector growth, with increasing numbers of newcomers entering the childcare profession. This may reflect the demand for childcare services in Australia, attracting younger professionals seeking stable employment. It could also indicate that Filipino workers are particularly sought after for childcare roles in Australia, possibly due to their perceived skills, work ethic, and cultural compatibility in caregiving roles. The absence of respondents with over 5 years of experience may indicate that the Filipino childcare workforce in Australia is largely composed of younger professionals who are in the early stages of their careers. This could reflect current migration patterns, where younger

individuals are more likely to migrate for work, particularly in fields that require less formal experience or training.

Educators in the early stages of their careers significantly influence children's intellectual development. By providing diverse learning experiences and adapting to various learning styles, they lay a strong foundation for future academic success (The Gardner School, 2023). However, according to Sandstrom, Casas, Hernandez-Lepe, and Greenberg (2022), educators in the early stages of their careers often experience higher levels of stress and job dissatisfaction compared to their more experienced counterparts. This suggests that the initial years in the profession can be particularly challenging. Furthermore, a study by Gustafsson, Ray, Lehto, Roos, and Lehto (2023) examined how demographic characteristics and perceived work environment among early childhood educators were associated with implementation outcomes. The study found that educators with less experience may face more challenges in effectively implementing certain educational interventions.

Table 4. Respondents' Profile in Terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	6	100%
Total	6	100%

Highest Educational Attainment. Table 4 presents the respondents' highest educational attainment, where all six participants (100%) indicated that they have completed a Bachelor's degree. This finding shows a uniform profile among Filipino childcare educators in the sample, with every respondent attaining tertiary-level education. Such consistency highlights that the respondents possess a strong academic foundation, which may contribute to their ability to deliver quality care and education in childcare settings. The uniformity of bachelor's degree attainment suggests that Filipino childcare educators view formal education as a critical requirement for professional practice, particularly in the Australian context where educational qualifications are often prioritized in employment standards. This finding aligns with the broader cultural perspective in the Philippines, where obtaining a bachelor's degree is considered a pathway to overseas employment and professional advancement.

The results imply that Filipino childcare educators are academically prepared to meet the basic qualifications of the childcare sector. However, since all respondents reported only undergraduate education, there may be limited representation of higher postgraduate qualifications (e.g., Master's or Doctorate), which could further strengthen professional expertise and open higher-level opportunities. This suggests the need for continuous professional development through postgraduate studies, specialized certifications, or advanced training programs. For employers and policymakers, the findings highlight the importance of providing access to professional growth opportunities that allow childcare educators to advance their skills beyond undergraduate preparation. For the educators themselves, the results emphasize the potential benefits of pursuing further studies or

certifications to remain competitive, meet evolving standards in childcare, and enhance the quality of services provided to children and families.

Educational qualifications play a significant role in ensuring quality in early childhood education (ECE). In Australia, the National Quality Framework (NQF) mandates minimum qualifications for educators, often requiring at least a diploma or bachelor's degree to meet regulatory standards (Australian Children's Education & Care Quality Authority [ACECQA], 2023). This supports the current study's finding that all Filipino childcare educators in the sample hold a bachelor's degree, as such credentials align with professional expectations in the Australian childcare sector. Research also shows that higher qualifications are linked to improved childcare quality. Ha et al. (2024) found that educators with bachelor's degrees were more effective in delivering curriculum, engaging children, and facilitating learning outcomes, which reinforces the significance of tertiary education for childcare practitioners. This further supports the study's result by suggesting that Filipino childcare educators' bachelor's degrees position them well to meet the pedagogical demands of the field.

Similarly, Alicamen and Becamon (2022), in their study of Filipino early childhood teachers in Singapore, reported that most participants held bachelor's degrees in education. This finding is consistent with the present results, showing that bachelor's level attainment is common among Filipino educators working abroad, where higher educational qualifications are often valued. Overall, the reviewed literature largely supports the result of the study, affirming that bachelor's degree attainment is a minimum and common qualification among Filipino childcare educators working in regulated international contexts like Australia. At the same time, it also highlights the need for continuing education and training to strengthen professional growth and align with evolving sector demands.

Table 5. Respondents' Profile in Terms of English Certificates

English Certificates	Frequency	Percentage
IELTS	0	0%
TOEIC	2	33.33%
TOEFL	0	0%
TEFL	0	0%
None	4	66.67%
Total	6	100%

English Certificates. Table 4 presents the respondents' obtained English certificates, where 4 out of 6 respondents (66.67%) did not select any of the options, meaning they have not taken any of the listed English proficiency exams, such as IELTS, TOEIC, TOEFL, or TEFL. This implies that most Filipino childcare educators in this population have not pursued formal English language certification, possibly indicating a reliance on practical language skills rather than standardized testing for professional purposes. Since English is the second language for most Filipinos, and the majority are fluent in it, they may feel they do not need to pursue additional English certifications. The absence of formal

certifications among most respondents may suggest that their language proficiency is assessed informally, based on personal experience or through day-to-day communication.

In the context of childcare, educators may primarily use English in everyday interactions, and their language skills may be deemed sufficient for their roles without the need for formal qualifications. Additionally, the workplaces where these educators are employed may not require formal English certifications, as childcare centers often prioritize hands-on experience and other professional skills over language qualifications. In Australia, while English proficiency is important, some employers may evaluate language skills based on practical communication rather than requiring certificates like IELTS or TOEFL. While two respondents which is 33.33% of the total population, indicated that they have taken the TOEIC certification, this suggests that a smaller portion of Filipino childcare educators in this sample have pursued formal English proficiency testing. The fact that some respondents have pursued TOEIC certification may indicate that these educators place value on having a recognized qualification to demonstrate their English skills, particularly in a professional environment. Even though many Filipino childcare educators are already fluent in English, taking the TOEIC exam shows their commitment to further improving their language proficiency. This desire for continuous improvement can be seen as a strategic move to enhance their communication skills, which is beneficial not only for their personal development but also for their professional roles. Obtaining a TOEIC certificate can also improve their ability to communicate more effectively with children, parents, and coworkers, which is essential in a multicultural and dynamic childcare setting.

In Australia, where English proficiency is often a key requirement for job opportunities, having a recognized certificate like TOEIC could help these educators stand out to employers, particularly in roles that demand higher levels of communication, responsibility, and interaction with a diverse group of people. This certification may also serve as a tool for career mobility, opening opportunities for advancement in the childcare sector or transitioning to roles with greater responsibility. By investing in their language skills through TOEIC, these educators demonstrate a proactive approach to professional growth and an understanding of the importance of clear communication in their work. This ongoing improvement in language proficiency not only benefits their career prospects but also enhances their ability to provide quality care and education to the children in their care.

This aligns with the study of Santos, Fernandez, and Ilustre (2022), which highlights that English is widely spoken in the Philippines, with many Filipinos exhibiting a high level of proficiency. This widespread fluency may lessen the perceived necessity for formal English certifications among Filipino educators. It was also mentioned in their study that English is an official language in the Philippines, and many Filipinos achieve high proficiency through the education system and daily use. This widespread fluency may lead educators to rely on their existing language skills rather than seeking additional certifications. Further, while certain visas and teaching positions in Australia require proof of English proficiency, some roles, especially in childcare, may not mandate formal certifications like IELTS or TOEFL. This can result in educators opting out of these exams if not explicitly required (Raposas, 2024).

Challenges faced by the participants in the Australian childcare sector

1. Language Barriers

Language Fluency and Vocabulary Challenges

Filipino childcare educators in Australia often face difficulties related to language fluency and vocabulary, which significantly impact their professional experiences. These challenges create communication barriers, making it difficult to express complex ideas or instructions in English, leading to potential misunderstandings with children, parents, and colleagues. Additionally, the struggle to grasp cultural nuances, such as idiomatic expressions and slang, further complicates interactions and may contribute to feelings of isolation. Beyond daily conversations, these language limitations can also hinder professional development and compliance with Australia's childcare regulations, which are primarily communicated in English. As a result, educators may experience difficulties in understanding training materials, completing documentation, and adhering to workplace policies.

Accents and Pronunciation Issues

Effective communication is essential in the childcare sector, yet Filipino educators in Australia often encounter difficulties due to differences in accents and pronunciation. These challenges can lead to misunderstandings with children, parents, and colleagues, requiring repeated explanations or adjustments in speech. Additionally, unfamiliarity with Australian terms and phrases further complicates interactions, making it harder for educators to convey messages clearly and confidently. In a multicultural environment, they must also navigate various accents from other nationalities, adding another layer of complexity to communication.

2. Cultural Adjustments

Cultural Sensitivity and Communication Styles

Cultural differences play a significant role in shaping communication styles, which can sometimes lead to misunderstandings in professional settings. Filipino childcare educators in Australia often encounter challenges in adapting to these differences, particularly in balancing their culturally ingrained indirect and polite communication style with the more direct and assertive approach commonly used in Australia. Additionally, variations in workplace etiquette, such as forms of address and expressions of respect, can create confusion or discomfort. These differences also extend to interactions with parents, as cultural distinctions in parenting practices and child-rearing philosophies may affect how educators communicate expectations and provide guidance.

Work Structure and Time Management

Filipino educators in Australia may encounter challenges related to work structure and time management, as expectations and organizational practices can differ significantly from those in their home country. In Australian childcare settings, there is a strong

emphasis on structured routines, punctuality, and time efficiency. Adjusting to these expectations can be difficult for educators accustomed to more flexible or informal approaches to time management. This transition involves not only adapting to new scheduling practices but also managing multiple responsibilities such as lesson planning, documentation, and parent communication within strict time frames. To navigate these challenges, educators can benefit from time management training, setting clear priorities, and utilizing organizational tools like planners or digital apps. Developing these skills allows them to align with the work structure of their environment, enhance productivity, and ensure the smooth operation of daily activities in the childcare setting.

Cultural Adjustments in Social Interactions

Adapting to cultural differences in social interactions is a significant challenge for Filipino childcare educators in Australia. Social norms and behaviors in the Australian workplace may differ greatly from those in the Philippines, where respect for hierarchy, formality, and maintaining harmonious relationships are highly valued. In contrast, Australian culture prioritizes egalitarianism, directness, and informality in communication. These differences can create difficulties for Filipino educators, who may find it challenging to navigate the more casual and straightforward communication style expected in Australian childcare settings. Additionally, participating in social activities outside of work, such as networking events or community gatherings, may require further cultural adjustments to foster better integration. To manage these challenges, educators can benefit from cultural orientation programs, observing local social practices, and seeking guidance from colleagues to better understand and align with Australian social norms. These efforts can help build stronger connections and enhance their ability to interact effectively in both professional and social settings.

3. Workplace Dynamics

Workload Expectations

Workload expectations in the Australian childcare sector can be a significant adjustment for Filipino educators, as they often face demands that differ from their experiences in the Philippines. The workload in Australian childcare settings is typically more structured, with clear expectations regarding lesson planning, documentation, and meeting regulatory requirements. Filipino educators, who may be accustomed to a more flexible approach, often find themselves challenged by the need to balance these responsibilities within strict timeframes. This can result in feelings of being overwhelmed, especially when managing multiple tasks such as child assessments, daily reports, and maintaining communication with parents. Adjusting to this structured workload requires Filipino educators to develop strong time management and organizational skills to meet the expectations of the sector. Additionally, utilizing digital tools to streamline administrative tasks can further help manage the increased workload and ensure that educators are able to perform their duties efficiently.

Team Dynamics and Collaboration

For Filipino childcare educators transitioning to the Australian workforce, adjusting to team dynamics and collaboration can be a significant challenge, especially when differences in work culture and communication styles arise. In Australia, teamwork is characterized by a flat structure, with an emphasis on collaboration, open communication, and shared responsibilities among colleagues. Filipino educators, however, often come from a more hierarchical work culture, where roles are clearly defined, and communication tends to be more formal. This difference can lead to misunderstandings or misinterpretations, as Filipino educators might appear reserved or hesitant to speak up, while their Australian coworkers may expect a more open, direct form of communication. Additionally, Filipino educators may find it challenging to adjust to the informal nature of Australian workplaces, where team discussions are more casual, and colleagues may have a more relaxed approach to addressing tasks. These issues can potentially create friction or feelings of exclusion among coworkers if expectations are not aligned. To navigate these challenges, Filipino educators can benefit from building rapport with colleagues, observing local communication styles, and gradually adapting to the collaborative processes to foster smoother integration into the team.

Resource Limitations and Professional Expectations

Resource limitations and professional expectations pose considerable challenges for Filipino childcare educators in Australia as they adjust to the local sector's standards. Australian childcare settings often require educators to provide high-quality care and education, even when faced with limited resources, such as inadequate staffing, materials, or facilities. Filipino educators, who may have been accustomed to different levels of resources in their home country, might struggle to meet the high professional expectations in a constrained environment. These limitations can create stress and frustration, especially when educators are expected to juggle multiple responsibilities—lesson planning, documenting children's progress, and maintaining effective communication with parents—while still adhering to rigorous standards. Furthermore, Australian regulations demand continuous professional development and a high level of competence in all areas of childcare, which can feel overwhelming. To navigate these difficulties, Filipino educators can seek guidance from colleagues, develop creative strategies to make the most of available resources, and focus on ongoing professional development to meet the professional expectations of the Australian childcare industry.

Teaching Practices of the Respondents in the Australian Childcare Sector

Filipino educators play a vital role in the Australian childcare sector, bringing unique perspectives and teaching strategies that contribute to the holistic development of young learners. Their teaching practices are shaped by a strong foundation in early childhood education, cultural values, and adaptability to diverse learning environments. Among these practices, child-centered approaches emphasize individualized learning experiences that cater to children's interests and developmental needs, fostering engagement and active participation. Cultural sensitivity and inclusion ensure that

educators respect and integrate diverse backgrounds, creating an inclusive environment where children from various ethnicities feel valued and represented. Effective communication and the use of teaching tools enhance classroom interactions, as Filipino educators utilize both verbal and non-verbal strategies, along with creative resources, to facilitate learning and maintain children's interest. Additionally, adaptability and flexibility in teaching enable them to adjust their methods based on children's unique needs, classroom dynamics, and evolving educational requirements. These practices highlight the contributions of Filipino educators in maintaining high-quality early childhood education in Australia while navigating multicultural and ever-changing learning settings.

Child-Centered Approaches

Child-centered approaches are a fundamental teaching strategy employed by Filipino childcare educators in Australia, as they focus on meeting the individual needs, interests, and developmental stages of each child. Filipino educators often bring a nurturing and attentive approach to their teaching, incorporating play-based and child-focused learning. They understand the importance of creating a safe, supportive environment where children feel valued and understood. By encouraging active participation and listening to the child's voice, Filipino educators foster curiosity, exploration, and self-expression, which helps build a sense of independence and confidence in young learners. This approach also emphasizes forming strong, trusting relationships with children, considering their cultural backgrounds, and tailoring activities to ensure they are engaging and meaningful. While Australian childcare settings may be more structured, Filipino educators effectively adapt child-centered practices by aligning with local educational frameworks while maintaining a focus on the holistic development of each child. Through these methods, Filipino educators not only meet the educational standards set by Australian regulations but also nurture each child's emotional, social, and cognitive growth.

Cultural Sensitivity and Inclusion

Cultural sensitivity and inclusion are essential teaching strategies embraced by Filipino childcare educators in Australia, as they aim to create an environment where every child feels valued and respected, regardless of their cultural background. Filipino educators understand the importance of recognizing and celebrating diversity, incorporating cultural awareness into daily activities, and ensuring that children from different backgrounds feel included. They take the time to learn about the cultural traditions, values, and languages of the children they work with, using this knowledge to create inclusive lesson plans that reflect the diverse experiences of all students. By fostering an inclusive environment, Filipino educators promote a sense of belonging, which is crucial for children's social and emotional development. They also encourage children to learn from one another's differences, helping them develop empathy, respect, and a broader understanding of the world around them. This approach aligns with Australian childcare standards, which emphasize the importance of cultural competence, and allows Filipino educators to nurture a positive and inclusive atmosphere that supports each child's unique identity while fostering mutual respect among peers.

Effective Communication and Teaching Tools

Effective communication and teaching tools are vital strategies employed by Filipino childcare educators in Australia to enhance the learning experience and ensure that children are engaged and supported throughout their development. Filipino educators understand the importance of clear, consistent, and age-appropriate communication, both with children and their families. They use a variety of verbal and non-verbal cues, such as positive reinforcement, gentle prompts, and visual aids, to support children's understanding and foster a collaborative learning environment. In addition to communication, Filipino educators utilize a range of teaching tools, including interactive materials, digital resources, and hands-on activities, to make learning more engaging and accessible for every child.

These tools cater to different learning styles, allowing educators to meet the diverse needs of their students. By combining effective communication strategies with innovative teaching tools, Filipino educators not only support the academic development of children but also enhance their social, emotional, and cognitive growth. This approach aligns with Australian educational standards, ensuring that Filipino educators create an effective and inclusive learning environment that encourages active participation and fosters positive learning outcomes.

Adaptability and Flexibility in Teaching

In Australian childcare settings, adaptability and flexibility in teaching are essential qualities that Filipino educators bring to the classroom, enabling them to effectively respond to the evolving needs of children. Filipino educators understand that each child is unique, with different learning styles, abilities, and interests, and they adjust their teaching methods accordingly. Whether it's altering lesson plans to better suit the group dynamic or adapting activities based on the children's mood or developmental stage, Filipino educators prioritize meeting each child where they are. Their ability to quickly pivot when faced with unexpected challenges—such as changes in routines or disruptions—ensures that children continue to feel supported and engaged. By employing a flexible approach, Filipino educators create an environment where children can thrive, regardless of any obstacles. This ability to adjust and remain responsive helps foster a sense of security and confidence in children, allowing them to explore and learn at their own pace while benefiting from a tailored, individualized educational experience. In doing so, Filipino educators meet the diverse needs of the children while aligning with the high standards expected in the Australian childcare sector.

Caregiving Practices of the Respondents in the Australian Childcare Sector

Filipino educators in the Australian childcare sector uphold a nurturing and holistic approach to early childhood education, ensuring that children receive both quality care and meaningful learning experiences. Their responsive and attentive caregiving focuses on understanding each child's needs, providing emotional support, and fostering secure attachments that promote confidence and engagement. At the same time, they prioritize ensuring safety and well-being in childcare by maintaining a structured yet welcoming environment where children feel protected, comfortable, and encouraged to explore.

Rooted in their cultural background, Filipino educators also integrate cultural sensitivity and family-oriented values, recognizing the importance of strong partnerships with families and creating inclusive spaces that respect diverse traditions. These teaching practices not only enhance children's development but also contribute to the culturally diverse and high-quality standards of childcare in Australia.

Responsive and Attentive Caregiving

Responsive and attentive caregiving is a fundamental practice implemented by Filipino childcare educators in Australia, reflecting their commitment to providing nurturing and individualized care. Filipino educators understand that each child has unique emotional and developmental needs, and they prioritize being observant and responsive to these needs. By closely monitoring children's behavior, emotions, and verbal or non-verbal cues, Filipino educators can offer timely support, whether it involves providing comfort, guiding behavior, or encouraging engagement in activities. This attentive approach helps children feel secure, understood, and valued, fostering a sense of trust and emotional safety within the caregiving environment. Furthermore, responsive caregiving strengthens the bond between educator and child, which is essential for the child's emotional development and sense of belonging. Filipino educators aim to create a supportive and responsive environment where children are encouraged to express themselves and explore their world confidently, knowing that their caregiver will provide the guidance and reassurance they need. This caregiving practice not only aligns with the best practices in Australian childcare but also contributes to the holistic development of the child, ensuring that their emotional, social, and cognitive needs are met in a compassionate and individualized manner.

Ensuring Safety and Well-being in Childcare

Ensuring safety and well-being is a key practice implemented by Filipino childcare educators in Australia, reflecting their dedication to providing a secure and nurturing environment for children. Filipino educators place a high priority on maintaining a safe physical environment, regularly assessing and mitigating potential risks to prevent accidents or injuries. They also focus on fostering a sense of emotional safety by building trusting relationships with children, offering consistent support, and creating a welcoming atmosphere where children feel comfortable and cared for.

In addition to physical and emotional safety, Filipino educators are attentive to the overall well-being of children, promoting healthy habits such as proper nutrition, hygiene, and regular physical activity. They ensure that children are not only protected from harm but are also encouraged to thrive in a supportive environment that caters to their holistic development. By integrating these practices, Filipino educators help children feel secure and valued, which is essential for their growth and learning. This comprehensive approach to safety and well-being aligns with the standards of the Australian childcare sector, ensuring that every child is given the best possible care in a nurturing and protective setting.

Cultural Sensitivity and Family-Oriented Values

Cultural sensitivity and family-oriented values are central to the caregiving practices of Filipino childcare educators in Australia, as they work to create inclusive and respectful environments that honor the diverse backgrounds of the children in their care. Filipino educators recognize the importance of understanding and respecting the cultural identities of each child, incorporating elements of their heritage into daily activities to ensure children feel seen and appreciated. This sensitivity helps foster a sense of belonging and pride in their cultural identity while also promoting mutual respect and understanding among peers. In addition to cultural sensitivity, Filipino educators bring a strong emphasis on family-oriented values, often viewing caregiving as an extension of familial care. They prioritize building strong relationships not only with the children but also with their families, understanding the importance of collaboration and open communication between home and childcare settings. By integrating family values, such as respect, compassion, and support, Filipino educators create a warm, community-like atmosphere that reflects the close-knit familial bonds often emphasized in Filipino culture. These practices align with the Australian childcare sector's emphasis on inclusivity and family engagement, ensuring that children receive care that respects their cultural backgrounds and fosters strong connections between educators and families.

CONCLUSION AND RECOMMENDATIONS

This study examined the lived experiences of Filipino childcare educators working in Australia, focusing on the challenges they encountered as well as the teaching and caregiving practices they employed in early childhood education settings. The findings highlight that Filipino childcare educators contribute significantly to the Australian childcare sector through their adaptability, strong work ethic, and child-centered approaches grounded in empathy and responsiveness. However, their professional journey is shaped by persistent challenges related to language use, cultural adjustment, and workplace dynamics. Differences in communication styles and workplace norms required continuous adaptation, while navigating new pedagogical expectations and institutional routines influenced their sense of professional integration and confidence.

Despite these challenges, Filipino childcare educators demonstrated effective teaching and caregiving practices aligned with quality early childhood education principles, particularly in fostering children's emotional well-being, safety, and structured daily routines. Their ability to integrate culturally rooted values into professional practice reflects resilience and professional competence, yet also underscores the need for sustained institutional support. Based on these findings, childcare institutions and policymakers are encouraged to develop capacity-building initiatives that focus on language enhancement, cultural orientation, and professional communication within Australian childcare contexts. Mentorship programs and inclusive workplace policies may further support professional integration and well-being, while continuous professional development aligned with national early childhood frameworks can strengthen instructional effectiveness. Future research may expand the scope of this study by involving a larger and more diverse participant group to further inform culturally responsive policies and support systems. Collectively, these efforts may

enhance the effectiveness, retention, and professional satisfaction of Filipino childcare educators, contributing to more inclusive and sustainable early childhood education environments in Australia.

ACKNOWLEDGEMENT

First and foremost, the researcher would like to thank God for His endless grace, guidance, and strength that carried him throughout this journey. Without His blessings, this thesis would not have been possible.

To his family, he extends his gratitude for their unconditional love, support, and encouragement. Their belief in him gave the motivation to push through even the most challenging times.

To all his friends, the researcher is thankful for the laughter, understanding, and inspiration they shared along the way. A special mention goes to his best friend, Razel, whose constant presence, patience, and encouragement have meant the world to him.

He also expresses his deepest gratitude to his adviser, Dr. Vladimir Marie Cabutotan, for his patience, wisdom, and unwavering guidance. His mentorship has been an invaluable part of this work.

To all the panel members, the researcher conveys his thanks for their time, insights, and constructive feedback. Special thanks are given to Dr. Phillip Queroda for his continued support and encouragement throughout the process.

This study is a reflection of the collective support and belief of everyone mentioned above. The researcher sincerely thanks them all for being part of this meaningful journey.

REFERENCES

Journal

- Abasolo, J. P. M., Bayogan, D. D., & Yumul, R. R. V. (2020). Early childhood education pre-service program in the philippines: trainee perceptions of its effectiveness in addressing global education challenges. *Early Childhood Education Journal*, 48(4), 473-480.
- Abuarqoub, I. (2019). Language barriers to effective communication. *Utopía y Praxis Latinoamericana*, 24(6), 64-77.
- Alicamen, D. B., & Becamon, A. M. K. (2022). Overseas teaching: The voice of Filipino early childhood education teachers in Singapore. *Pertanika Journal of Social Science and Humanities*, 30, 1-12. <https://doi.org/10.47836/pjssh.30.4.02>
- Alicamen, D.B., & Becamon, A.M..K (2022). Overseas teaching: the voice of filipino early childhood education teachers in singapore. *Pertanika Journal of Social Science and Humanities*, 30(4). doi:10.47836/pjssh.30.4.02
- Almasa, R. D. (2020). An alignment of bachelor of early childhood education curriculum per philippine professional standards for teachers (ppst): basis for teacher

- quality framework for ece pre-service teachers. In R. Thripp & I. Sahin (Eds.), *Proceedings of iHSES 2020-- International Conference on Humanities, Social and Education Sciences*, 58-93.
- Altaai, W. H. S., & Gokgoz-Kurt, B. (2023). Expatriate non-native english-speaking teachers' challenges and coping strategies in the turkish efl classroom: a qualitative study. *Kuramsal Eğitim Bilim Dergisi. Journal of Theoretical Educational Science*, 16(2), 328-351.
- Ancho, I., Baustista, J., Lee, A., Albor, G., & Recto, F. (2023). Educated in the Philippines, employed overseas: Narratives of Filipino early childhood educators. *Journal of Business and Social Development*, 11, 23-46.
<https://doi.org/10.46754/jbsd.2023.09.003>
- Brown, A., & Johnson, B. (2018). Navigating the early childhood workforce in a diverse society. *Journal of Early Childhood Teacher Education*, 39(1), 40-54.
- Brown, S., & Garcia, R. (2017). Professional development opportunities for filipino childcare educators: maintaining quality in early childhood education. *Early Childhood Professional Development Journal*, 25(4), 78-94.
- Cahilog, D., Sarong, J., & Arcilla, F. (2023). Exploring the motivations and challenges of teachers leaving deped for overseas opportunities. *International of Education and Linguistics Science Journal*, 4(3), 516-534.
- Cañete, K. R., Francisco, R. A., Lirio, J. T., Maningo, M. L., & Maglaya, A. S. (2017). Pre-service teacher education in the philippines: issues, challenges, and opportunities. *Journal of Teacher Education for Sustainability*, 19(1), 93-108.
[doi:10.1515/jtes-2017-0007](https://doi.org/10.1515/jtes-2017-0007)
- Capa, D. A., Lumangyao, P. C., Pagarigan, J. B., & Sucgang, R. J. (2019). Pre-service teachers' perception on their readiness to teach in the classroom: an exploratory study. *Kasarinlan Philippine Journal of Third World Studies*, 34(1), 101-120.
[doi:10.25138/34.1.a.4](https://doi.org/10.25138/34.1.a.4)
- Chen, M. (2019). The impact of expatriates' cross-cultural adjustment on work stress and job involvement in the high-tech industry. *Frontiers in Psychology*, 10.
[doi:10.3389/fpsyg.2019.02228](https://doi.org/10.3389/fpsyg.2019.02228)
- Chen, M., & Kim, Y. (2019). Cultural competency in early childhood education: a case study of filipino childcare professionals. *Journal of Multicultural Education*, 35(4), 489-506.
- Choi, J., & Kim, S. (2020). Culturally responsive teaching practices: a framework for early childhood educators. *Journal of Early Childhood Education Research*, 40(4), 351-368.
- Chun, T. C., & Abdullah, M. N. L. L (2022). The effects of language teachers' attitudes, barriers and enablers in teaching 21st century skills at chinese vernacular schools. *Malaysian Journal of Learning and Instructions*, 19(1), 115-146.
[doi:10.32890/mjli2022.19.5](https://doi.org/10.32890/mjli2022.19.5)
- Dawadi, S. (2020). Thematic analysis approach: A step-by-step guide for ELT research practitioners. *NELTA Journal*, 25(1-2), 92-105.
- De Oca, J. B., & Malaga, R. S. (2025). The diaspora of Filipino teachers leaving their home country for work in the United States. *Edelweiss Applied Science and Technology*, 9(5), 172-186
- D'warte, J., & Slaughter, Y. (2021). Introduction: reframing language in teaching and learning: leveraging students' meaning-making repertoires. *Language Teaching Research*, 25(1), 5-11. [doi:10.1177/1362168820971753](https://doi.org/10.1177/1362168820971753)

- Deed, C., Blake, D., Henriksen, J., Mooney, A., Prain, V., Tytler, R., Daniel, T., Edwards, M., Emery, S., Muir, T., Swabey, K., Thomas, D., Farrelly, C., Lovejoy, V., Meyers, N., & Fingland, D. (2020). Teacher adaptation to flexible learning environments. *Learning Environments Research*, 23(1), 1–13. <https://doi.org/10.1007/s10984-019-09302-0>
- Fallaria, AJ., de Jesus R., Carpio, M., Jacinto, FL., De Leon, L., Agapito, J., & Ramos, JG. (2018). Emerging from the „worst”: an ethnography of the modern filipino commuting culture behind the Metro Manila traffic crisis. *MATEC Web of Conferences* 272. doi:10.1051/mateconf /201927201032
- Flores, K. (2022). Going Global: a glimpse into the language identity and experiences of filipino english teachers abroad.
- Garcia, F. (2018). Intercultural teaching experiences of a selected group of filipino pre-service teachers in an overseas practicum immersion. *Proceeding of the 4th International Conference on Education*, 4, 133-140. doi:10.17501/icedu.2018.4115
- Garcia, M., & Nguyen, H. (2020). Voices of Adaptation: lived experiences of immigrant childcare educators. *International Journal of Educational Research*, 25(2), 45-67.
- Gilda E. Deguma (2022). The struggles of filipino teachers in thailand during the pandemic: a phenomenological study. *Journal for Educators, Teachers and Trainers*, 13(5). 259-271.
- Gül, H., & Gökçe, A. T. (2020). Challenges and advantages of working abroad: turkish and turkish culture teachers' perspective. *Psycho-Educational Research Reviews*, 9(1), 33-47.
- Gustafsson, J., Ray, C., Lehto, E., Roos, E., & Lehto, R. (2023). Role of early childhood educators' demographic characteristics and perceived work environment in implementation of a preschool health promotion intervention. *Archives of public health = Archives belges de sante publique*, 81(1), 127. <https://doi.org/10.1186/s13690-023-01133-z>
- Ha, J., Wong, S., & Li, H. (2024). Process quality in Australian early childhood education and care: A review of educator attributes and teaching practices. *Early Childhood Education Journal*, 52(1), 45–59. <https://doi.org/10.1007/s10643-024-01735-4>
- Harrison, K., & Kim, D. (2019). Mentorship programs and professional identity: a case study of immigrant filipino childcare educators. *Journal of Educational Mentorship*, 18(3), 145-162.
- Inero, A., Baustista, J., Lee, A. K., Albor, R.G., & Recto, F. (2023). Educated in the philippines, employed overseas: narratives of filipino early childhood educators. *Journal of Business and Social Development*, 11(2), 23-46. doi:10.46754/jbsd.2023.09.003
- Jonel, V., Victoria., Swanie, O., Fernandez., Maria, Lourdes, Lucas-Go., XiaoNa, Wei., Elena, Dela, Cruz, Cuvin. (2018). Filipino teachers' experiences in embracing vision, mission and objectives of foreign schools. *International journal for innovation education and research*, 6(10):41-52. doi: 10.31686/IJIER.VOL6.ISS10.1164
- Jones, A., & Wang, M. (2018). Qualifications recognition for filipino childcare educators in australia: evaluating and overcoming hurdles. *International Journal of Education Accreditation*, 15(2), 112-130.

- Jones, C., & Brown, D. (2019). Cultural diversity in the Australian early childhood workforce: a preliminary study. *Australasian Journal of Early Childhood*, 44(2), 153-162.
- Khawaja, N. G., & Stallman, H. M. (2011). Understanding the coping strategies of international students: a qualitative approach. *Australian Journal of Guidance and Counselling*, 21(2), 203-224. doi:10.1375/ajgc.21.2.203
- Lee, H., & Tan, J. (2018). Regulatory frameworks in Australian childcare: implications for Filipino educators. *Early Childhood Policy Review*, 18(2), 201-218.
- Lee, S. H. (2020). Cultural diversity in early childhood education and care: a case study of Australian and Korean teachers. *Early Child Development and Care*, 190(10), 1487-1501.
- Leong, P. (2015). Coming to America: assessing the patterns of acculturation, friendship formation, and the academic experiences of international students at a US college. *Journal of International Students*, 5(4), 459.
- Manning, M., Garvis, S., Fleming, C., & Wong, G. (2017). The relationship between teacher qualification and the quality of the early childhood education and care environment. *Campbell Systematic Reviews*, 13(1), 1-82. doi: 10.4073/csr.2017.1
- Manuel, M.F., Gregorio, E.B. (2015). Legal frameworks for early childhood governance in the Philippines. *ICEP* 5, 65-76. doi:10.1007/2288-6729-5-1-65
- Mellor, S. (2019). Confidence at work and individualism-collectivism: an empirical demonstration of the distinctiveness of American union employees. doi: doi:10.1007/s12144-017-9636-2
- Ng, R., & Patel, S. (2017). Beyond the classroom: workplace integration of immigrant childcare professionals in Australia. *Journal of Workplace Diversity*, 22(1), 87-105.
- Nguyen, H., & Hernandez, E. (2018). Social integration of immigrant teachers: fostering supportive environments in Australian early childhood education. *Diversity in Education*, 22(4), 215-232.
- Omaga, J.F., & Alieto, E.O. (2019). Teaching literacy through play: perspective from Filipino early childhood teachers. *Science International*, 31(3), 477-481.
- Paschall, K., Ekyalongo, Y. Y., & Padilla, C. M. (2023). Professional characteristics of the child care and early education workforce in 2012 and 2019: Descriptions by race and ethnicity, languages spoken, and nativity status. OPRE Report #2023-205. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Pozon, E. N. (2024). Research on lived experiences of Filipino teachers teaching preschool in Vietnam. *IOER International Multidisciplinary Research Journal*, 6(1), 71-79. <https://doi.org/10.54476/ioer-imrj/990327>
- Rajendran, D., Farquharson, K., & Hewege, C. (2017). Workplace integration: the lived experiences of highly skilled migrants in Australia. doi: 10.1108/EDI-112016-0094
- Reyes, J., Sangcopan, H., Dado, N., Flores, K., Diokno, J., Lu, M., Yap, L., Hermoso, J., & Ison, M. (2020). From exposition to adaptation: the lived experience of Filipino educators working in an international school setting, a phenomenology. *International Journal of Innovative Science and Research Technology*, 5(12), 143-166. doi:10.31219/osf.io/w9rm3
- Reyes, J., Sangcopan, H.A., Dado, N., Flores, K.A., Diokno, J.D., Lu, M.D.M., Yap, L.H., Hermoso, J.A., & Ison, M.F. (2020). From exposition to adaptation: the lived experience of Filipino educators working in an international school setting, a

- phenomenology. *International Journal of Innovative Science and Research Technology*, 5(12).
- Rodriguez, L., & O'Connor, M. (2020). Cultural challenges in australian childcare: a qualitative analysis. *International Journal of Child Development and Education*, 30(3), 245-263.
- Slaughter, Y., Aliani, R., Bonar, G., & Keary, A. (2024). Early childhood educators' viewpoints on linguistic and cultural diversity: A Q methodology analysis. *Linguistics and Education*, 79, 101265.
<https://doi.org/10.1016/j.linged.2024.101265>
- Slaughter, Y., Keary, A., Pennington, G., & Bonar, G. (2021). Editorial: languages in early childhood education. *TESOL in Context*, 30(1).
- Smith, J. (2017). Exploring the experiences of immigrant early childhood workers in australia. *International Journal of Early Years Education*, 25(2), 165-179.
- Smith, J. (2019). Recognizing internationally trained educators: migration patterns and challenges in the australian childcare sector. *Journal of Early Childhood Education*, 20(3), 45-62.
- Tran, N., & Luong, H. (2017). Journey of adaptation: experiences of immigrant teachers in australian schools. *International Journal of Educational Psychology*, 28(1), 78-95.
- Uytico, B.J. & Abadiano, M. (2020). Journal of critical reviews teachers' tales: in-depth exploration on experiences of millennial filipino teachers abroad. *Critical Reviews in Analytical Chemistry*, 7(17). doi:10.31838/jcr.07.17.242
- Villaver, M. (2024). Adaptive Cross-cultural Pedagogy Theory: Cross-cultural teaching experiences of J1 Filipino teachers. *Futurity Education*, 4, 35-57.
<https://doi.org/10.57125/FED.2024.12.25.03>
- Wang, X., & Guo, Y. (2021). Culturally sensitive teaching practices in early childhood education: a qualitative study of chinese immigrant teachers in the united states. *Early Childhood Education Journal*, 49(3), 307-317.
- Wong, L., Patel, K., & Chen, Q. (2018). Overcoming linguistic barriers: language challenges faced by filipino childcare educators. *Multilingual Education Journal*, 12(4), 321-340.

Books

- Belhaj Hassine Belghith, N., & Fernandez, F. C. (2021, December). Women, childcare and social norms in the Philippines (Report). World Bank.
- Bronfenbrenner, U. (1979). *The ecology of human development: experiments by nature and design*. Harvard University Press.
- Brown, M., & Jones, M. (2019). *Diversity in early childhood education: A roadmap for leaders*. Routledge.
- Bruner, J. (1986). *Actual minds, possible worlds*. Harvard University Press.
- Collins, P. H. (1990). *Black feminist thought: knowledge, consciousness, and the politics of empowerment*. Routledge.
- Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics*. University of Chicago Legal Forum.
- Essa, E., & Burnham, M. (2020). *Introduction to early childhood education*. SAGE Publications.

- Guerriero, S. (ed.) (2017), *Pedagogical knowledge and the changing nature of the teaching profession, educational research and innovation*. OECD Publishing. doi: 0.1787/9789264270695-en.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage Publications.
- Sandstrom, H., Casas, M., Hernandez-Lepe, F., & Greenberg, E. (2022, May). Early educators' work experiences and job satisfaction. Urban institute.
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Harvard University Press.

Theses/Dissertations

- Datta Roy, S. (2016). Contextual experiences of overseas trained teachers before and after obtaining a teaching position in a public secondary school of western australia and south australia in reference to their cultural perspectives. [*Doctoral Dissertation-University of Notre Dame Australia*].
<https://researchonline.nd.edu.au/theses/135>
- Park, E. (2016). Social and educational challenges of international students caused by accented english in the australian context: a sociolinguistic analysis of linguistic experience. [*Masters Thesis-Griffith University*].

Online

- Australian Children's Education and Care Quality Authority (ACECQA). (2022). *National workforce strategy*. ACECQA. <https://www.acecqa.gov.au/national-workforce-strategy>.
- Australian Children's Education & Care Quality Authority (ACECQA). (2024, May 27). Reflecting diversity in education and care www.acecqa.gov.au. ACECQA.
<https://www.acecqa.gov.au/latest-news/blog/reflecting-diversity-education-and-care>
- Australian Children's Education & Care Quality Authority. (ACECQA). (2023). Qualifications requirements. ACECQA.
<https://www.acecqa.gov.au/qualifications/requirements>
- Australian Government Department of Education (AGDE). (2022). *Belonging, being and becoming: the early years learning framework for australia v2.0, 2022*. Australian Government Department of Education for the Ministerial Council.
<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>.
- Bennett, J. (Ed). (2021). *Child care – Early childhood education and care*. Encyclopedia on Early Childhood Development. <https://www.child-encyclopedia.com/pdf/complet/child-care-early-childhood-education-and-care>
- Bryan. (2020). *Is teaching english abroad the right move for me?* Budget Your Trip.
<https://www.budgetyourtrip.com/blog/2020/01/is-teaching-english-abroad-the-right-move-for-me/>
- Care for Kids. (2023). *Exploring the early years learning framework in australia: 8 pedagogical practices*. <https://www.careforkids.com.au/blog/exploring-the-early-years-learning-framework-in-australia-8-pedagogical-practices>
- Correa, T.J. (2023). *While it's common for filipinos to understand english, some migrants shared their challenges and experiences in comprehending the australian accent and aussie slang*. <https://www.sbs.com.au/language/filipino/en/podcast-episode/filipino-migrants-share-some-funny-experiences-of-understanding-and-speaking-aussie-slang/g5cqcpmqk>

- DepEd Order 47 s. (2016). *Omnibus policy on kindergarten education. department of education*. Republic of the Philippines. www.deped.gov.ph
- Go Greenva. (2022). *How to become a teacher in australia from philippines?*.
<https://www.gogreenva.org/how-to-become-a-teacher-in-australia-from-philippines/>
- Manpower Research and Statistics Department. (2024). *Percentages: concepts and definitions*. <https://stats.mom.gov.sg/SL/Pages/Percentages-Concepts-and-Definitions.aspx>
- Mwakupemba, J.T. (2021). *Early childhood care and education in the philippines*.
<https://varlyproject.blog/early-childhood-care-and-education-in-the-philippines/>
- National Association for the Education of Young Children. (2012). *2010 naeyc standards for initial & advanced early childhood professional preparation programs: for use by associate, baccalaureate and graduate degree programs*. www.NAEYC-Professional-Preparation-Standards.pdf. Washington, D.C.
- National Association for the Education of Young Learners. (2022). *Developmentally appropriate practice: a position statement of the national association for the education of young children*. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf
- Novio, E.B. (2015). *Pinoy hurdles teaching challenges in oz*.
<https://globalnation.inquirer.net/128633/pinoy-hurdles-teaching-challenges-in-oz>
- Raising Children Network (Australia) Limited. (2024). *Early childhood education and care services: qualifications and ratios*. <https://raisingchildren.net.au/grown-ups/work-child-care/understanding-child-care/educator-qualifications>
- Raposas, M. (2024, November 22). *Australia's new skills assessment pathway for early childhood teachers*. Pathway to AUS.
<https://pathwaytoaus.com/general/australias-new-skill-assessment-pathway-for-early-childhood-teachers>
- SpringStone Montessori Preschool. (2020). *The importance of role modeling behavior for our children*. Retrieved January 12, 2025, from
<https://www.springstonekids.com/the-importance-of-role-modeling-behavior-for-our-children/>
- Staffhouse International Resources. (2022). *How to overcome language barriers in the workplace*. <https://www.staffhouse.com/language-barriers-workplace-tips/>
- Teaching House. (2024). *Strategies for overcoming language barriers teaching abroad*.
<https://www.teachinghouse.com/post/strategies-for-overcoming-language-barriers-teaching-abroad>
- The Front Project. (2022). *Early childhood education and care in australia*.
<https://www.thefrontproject.org.au/media/attachments/2022/11/22/03.-ecec-in-australia-2.0.pdf>
- The Gardner School. (2023, June 26). *5 ways preschool teachers impact a child's life*. The Gardner School. <https://www.thegardnerschool.com/blog/5-ways-preschool-teachers-impact-a-childs-life>
- UC Merced. (n.d.). *Cultural adjustments*. <https://iss.ucmerced.edu/resources/cultural-adjustments#:~:text=Most%20people%20who%20move%20to,the%20process%20of%20cultural%20adjustment.>

-
- Ulla, M. B. (2018). *English language teaching in thailand: filipino teachers' experiences and perspectives*. <http://www.iier.org.au/iier28/ulla2.pdf>
- UNESCO and SEAMEO (2018). *Pursuing quality in early learning vol. 1: early childhood care and education (ecce), teacher competency framework for southeast asia (sea)*. <http://www.unesco.org/open-access/terms-use-ccbysa-enI>. ISBN 978-92-9223-586-4 (Electronic version). Paris France and UNESCO Bangkok Office and SEAMEO.
- UNESCO International Bureau of Education. (2006). *Philippines: early childhood care and education (ecce) programmes*. <https://unesdoc.unesco.org/ark:/48223/pf0000147225#:~:text=The%20Department%20of%20Education%20prescribes,at%20least%2018%20units%20in>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2023). *What you need to know about early childhood care and education*. <https://www.unesco.org/en/early-childhood-education/need-know>
- Woodbury, L. (2024, April 19). The essentials of active supervision in child care. Procare Solutions. Retrieved January 12, 2025, from <https://www.procaresoftware.com/blog/active-supervision-child-care>