

Kelly Carabott

Pedagogy Statement

For Kelly it is a privilege to work with children, families, communities, and pre-service teachers through her teaching work. She believes that learning is a lifelong experience that occurs through both formal and informal educational settings. Learning starts at neonatal and continues throughout life. Facets such as engagement, motivation, curiosity and wonder are essential in learning, so her classes have a mix of both theoretical ideas and practical approaches. Kelly believes that working with students to show how theory and practice are interconnected and provide the evidence leads to effective practice. Teaching is relational and knowing her students is the utmost priority, gaining an understanding of their lifeworld; their prior knowledge, their beliefs and values helps to connect new and existing learning. Learning is about challenging taken for granted ideas, thus the opportunity to engage in dialogue is also an essential part of learning subsequently my classes, are based on shared discussions, where understandings can be shared, modified, challenged and thinking transformed.

Teaching Awards

Monash University: Nominated Vice Chancellors: Programs that Enhance Learning Award 2019
Monash University: Deans Award: Programs that Enhance Learning
2019 Monash University: Deans Partnership Award: 2018 DEECD: Shortlisted for the 2013 Early Years Awards.
Monash University: Commendation for Vice Chancellors Social Inclusion Award 2013
Monash University: Deans learning and teaching award: Citation for outstanding contribution to student learning

Publications

Kirkby, J., Carabott, K., Wilson, S., Rafi, H. & White, P. (Forthcoming). Innovative task design: Becoming a reader involves more than reading strategies. *Literacy Research and Instruction*

Creely, E., Southcott, J., Carabott, K., & Lyons, D. (2021). *Phenomenological inquiry in education. Theories, practices, provocations and directions*: Routledge

Panizzon, D., Smith, K., & Carabott, K. (2019). *Critical and creative thinking inquiry project final report*

March 2019. Department of Education South Australia.

Carabott, K., & McLeod, A. (2019). Teacher education, thinking about ICT. In Tatnall, A. (ed.). *Encyclopedia of Education and Information Technologies*. Springer. DOI: 10.1007/978-3-319-60013-0_153-1
McLeod, A. & Carabott, K. (2019). Empowering Learners for Life in the Digital Age: IFIP TC 3 Open

- Conference on Computers in Education, OCCE 2018, Revised Selected Papers. Passey, D., Bottino, R., Lewin, C. & Sanchez, E. (eds.). 1st ed. Springer, p. 91-100 10 p. (IFIP Advances in Information and Communication Technology; vol. 524).
- Carabott, K., & McLeod, A. (2019). Why bother with digital technology? In Carden, C. (ed.). *Primary teaching: Learning & teaching in primary schools today*. 1st ed. SAGE Publications Ltd, p. 459-471
- Kirkby, J., Carabott, K., & Corrigan, D. (2018). Beyond Classroom Walls: How Industry Partnerships Can Strengthen Pre-service Literacy Teachers' Identities. In Fitzgerald, A., Parr, G., & Willimas, J (Eds.), *Re-imagining Professional Experience in Initial Teacher Education* (pp. 37-54). Springer, McLeod, A., Carabott, K. & Lang, C. (2018). Teaching with digital technologies. Allen, J. & White, S. (Eds.). *Learning to Teach in a New Era*. Cambridge University Press, p. 111-158 48
- McLeod, A. & Carabott, K. (2017). Tomorrow's learning: Involving everyone. learning with and about

Peer Reviewed and Conference Presentations

- Carabott, K., Parr, G., Wilson, S & Gervasoni, A. (2019). *Maths and English in Changing Times: Australian teacher education responds to opportunities and challenges of the 21st century*. University of South Pacific. Fiji. Public Lecture
- Keary, A., Carabott, K., Wood, N., & Bailey, K. (2019). *Teaching writing and language in context: Teacher educators and reflective dialogue*. Monash English Symposium.
- Carabott, K., & Wilson, S. (2019). *Literacy Education in Australian Middle Schools*. Zhejiang Middle School Leaders program (professional development)
- Carabott, K & McLeod, A. (2018-2019). *Using ICT to Support Multimodal Literacy practices from foundation to year 6*. Monash Short Course
- Carabott, K., & McLeod, A. (2018). *Who is teaching the teachers?* Open Conference of Computers in Education. Linz Austria
- Carabott, K., Kirkby, J., & Corrigan, D. (2018). *Using principles of authentic assessment in times of change*. The European Conference of Education. Brighton, UK
- Carabott, K., & McLeod, A. (2018). *Exploring complexities in ICT government policy and initial teacher education*. The European Conference of Education. Brighton, UK
- Carabott, K., Kirkby, J., & Corrigan, D. (2018). *Augmented reality; engaging readers in and beyond the text* United Kingdom Literacy Association (UKLA). Cardiff, Wales.
- Carabott, K., Kirkby, J., & Corrigan, D. (2018). *Becoming literacy teachers: two stories of emerging practice*. United Kingdom Literacy Association (UKLA). Cardiff, Wales
- Creely, E., Carabott, K., Lyons, D., & Southcott, J. (2018). *Doing Phenomenological Inquiry in education: possibilities, provocations and affordances*. Australian Education Research Association. Sydney, Australia
- Carabott, K., & McLeod, A. (2017). *Embedding ICT into teacher education*. IFIP

World Conference on Computers in Education. Ireland

Carabott, K., & McLeod, A. (2016). *Synergies in a third space: Digital literacy classes taught by both professional and academic staff*. Australian Teacher Educators Association (ATEA), National Conference. Ballarat, Australia

Carabott, K., & McLeod, A. (2016). *Creating Tech Savvy Teachers – Increasing pre-service teachers’*

digital selfefficacy. Asian Conference on Technology in Classrooms (ACTC).

Kobe, Japan Carabott, K., McLeod, A., Lofhelem, K., & Schultz K. (2015). *Creating Tech-Savvy Teachers*

Australian Teacher Educators Association (ATEA), National Conference. Darwin, Australia Carabott, K. (2014). *Switch On, Plug In, Power Up: using digital resources for authentic learning*. Museum Australia Education. Sydney, Australia

Carabott, K. (2013). *iPads and their implications for speaking and listening in the classroom*. Australian Literacy Education Association (ALEA), State-wide Conference. Melbourne, Australia

Carabott, K. (2013.) *i-Pads supporting oral language development: The benefits and the disadvantages*.

Australian Literacy Education Association (ALEA), National Conference. Brisbane, Australia

White, S., Goff, W., Carabott, K., & Davies, K. (2012). *Reshaping teacher education curriculum to provide better futures for all students*. Australian Teacher Educators Association (ATEA), National Conference.

Adelaide, Australia

Carabott, K., & Goff, W. (2012). *Building teacher capacity through sustainable work embedded professional development*. Australian Teacher Educators Association (ATEA), National Conference. Adelaide, Australia