

Free article review on promoting an alternative framework in teaching

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Educators in the West always promote individuality in teaching youngsters in their early childhood. They always make sure that every child has one set of toys, books and art materials to be able to explore and study on their own. It is teaching children's independence and competitiveness. In the context of mainland China however, there is an inspiring way of teaching that educators are implementing. In an observation done by Freeman (1998), it brings another good perspective on how to nurture children towards building a community that does not leave an individual behind. It promotes pulling each other forward and giving a hand to the weaker.

In Beijing, both parents have to work thus, leaving their children behind. One of the options of child rearing is choosing a good boarding school to enrol the little ones. For them, it is more convenient and more effective in raising a child. Western educators may feel pity to the pupils sent to boarding schools at an early age, but if you look deeper in the methods of teaching, it is inspirational. They intentionally put few books, toys and art materials in order to promote collective work. Children share books with their classmates or patiently wait for their turn. They explore and play together using a few toys. In artworks, they are taught perfectly on the basics of strokes and patterns. When they are already armed with the right skill, they work as a group. One art piece is done by twos or threes complimenting one another and producing artworks that they can be proud of.

At first, I thought it would be harsh to implement this method to American children. It would appear that our schools are not using its funds to purchase

enough materials. However, I think its impact will be lasting. It will only need explanations to parents and other stakeholders. I am positive that this framework of teaching can be replicated or fused into the Western methods of teaching. In our diverse population of students, the Chinese way can be efficient in promoting tolerance of ethnics and races. It can help in building a school community that helps one another regardless of race, gender and ethnicity. During plays and art workshops, it would be effective for educators to replicate the collectivism framework in Beijing.

For instance, in my class I would group together different races during art workshops and other team works. I would also try to reduce the toys in a gradual manner so my students can learn how to interact and share with their classmates. Moreover, I would start conducting reading sessions by twos. In this manner, their behaviour in sharing, and their camaraderie will be enhanced. It will be rewarding for me as an educator if my students will learn to accept one another despite their differences. If they learn acceptance, tolerance and sharing when they are younger, they will surely carry these attitudes all throughout their lives.

References

Freeman, N. K. (1998). Look to the east to gain a new perspective, understand cultural differences, and appreciate cultural diversity. *Early Childhood Education Journal*, 26(2), 79-82. doi: [http://dx. doi. org/10. 1023/A: 1022947111890](http://dx.doi.org/10.1023/A:1022947111890)