Each individual has a different perspective on how the world is and how the world should be. This is often shaped by who we are and where we come from. Teachers are no different. There are mean, nice, witchy, pushover, smart, skinny, quiet, loud, funny, boring, young, old, fast, and slow ones. There are Russian, Japanese, Chinese, Polish, Irish, Hawaiian, Indonesian, Filipino, Samoan, English, French, Slovak, Portuguese, and Micronesian ones. Each and every one has their own style and background. These should be the strengths of a teacher.

You want to know what teachers need to know alongside their knowledge of subjects and child development (math, English, social studies, economics, Hawaiian)????????

Know Yourself!

People often define and align themselves to particular groups based on the value structure of that particular community of people. The type of world and environment that they try to create is based on these values. As a teacher, you will choose to set up your classroom based on the values you possess and those that you wish to develop in your students.

RECOGNIZE, THESE IDENTITIES ARE NOT SET IN STONE, NOR DOES IT MEAN THAT IF YOU ARE ONE, YOU CANNOT BE ANOTHER. THE WORLD IS DYNAMIC, MULTICULTURAL AND DIFFERENT AND SO ARE PEOPLE. IT CAN BE HELPFUL TO EXPLORE GENERALIZATIONS TO CREATE UNDERSTANDING!

You could imagine what a Christian classroom might look like:
You could imagine what a Capitalist classroom might look like:

Competition  Money  Being #1  Machines  Market Exchange

You could imagine what a Hawaiian classroom might look like:
You could imagine what an environmentalist classroom might look like:

You could imagine what a modern classroom might look like:
At this stage you should view *Preschool in Three Cultures* by Joseph J. Tobin, David Y.H. Wu, and Dana H. Davidson.

In this example we will see schools from Japan, China and Hawai‘i. Make note of the various values that are presented and represented by each of the schools.

Here are some suggested values for each country. See if you can find where in each film each value is taking place. Also, see if you can find more.

**Preschool in Three Cultures**

**Aspects of Japan**-
- Respect and comfort of home (shoe removal)
- Empathy is a taught value
- Administration is seen communicating with the students
- Government curriculum
- Teacher supports student learning, not directing it
- Morning calisthenics
- Class size near 40
- Very little academic instruction
- Reading is mostly taught at home
- Hiroki’s actions and antics
- Giftedness vs. egalitarian
- Free range of the school
- Prayer in schools
- Formal vs. informal language
- Noise level at lunch/ one hour long
- Student centered approach
- Social development

**Aspects of China**-
- School hour’s 8-6\6 days a week
Food, healthcare and education should all be provided by the government
Parents should work not teach children
Schools are to correct the errors of the parent
Uniformity is stressed
Families coddle children/school will set that straight
Sing together
Toilet together
Learn the same way or answers
Song is about being a good puppet/communist
Everything has a correct place and there is always one correct answer
Study hard and behave in a proper manner
No talking/ life should be about concentrating
Very structured free play
No student centered activities
Values: control, order, right way, concentration, conformity

**Aspects of USA-**
- Resources aplenty
- Student refusal
- Security is important
- Diversity is huge
- Formal learning and curriculum
- Parents are encouraged to be involved
- Physical space is very vibrant
- Animals and nature are stressed
- Language and books are very important
- Student choice/structured play
- Self expression
- Individuality
- Intellectualism
- Value-outspokenness, self expression, language, role play, entrepreneur, choice

These are just to give you some ideas. Now what I want you to do is Requirement #1. You need to go around your house, workplace, school or community and find concrete examples of some of the things that are valued.

Now that you have had time to think about who you are, you have to turn thoughts, ideas and values into real life. You must begin to look at how you are going to construct your classroom.
The final activity of this module, Assignment #3: Creating the physical classroom, will guide you through this process. Things that you should consider when designing your classroom are:

1. **Floor space** (seating {special needs}, traffic {fire, work stations, teachers desk, trays}, centers {everyday, free time, relaxation}, doors, windows, etc.)
2. **Wall Space** (Whiteboards, rules, posters, announcements, information, pictures, work, grades, progress, art, class ideas and feelings)
3. **Counter** (homework tray, projects, computers, manipulative, staplers, pencil sharpener, globes, aquariums)
4. **Shelf Space** (books, workbooks, dictionaries, reference, cds, movies, games)
5. **Closet** (P.E., scissors, glue, things that go missing, pencils, crayons, markers, electronics, expensive items, things that get broke, chemicals and cleaning supplies.)
6. **Ambiance space** (Music, themes, plants, pets, murals, etc.)