

CST Chinese School missions

- 1) Devote to Chinese language learning
We are committed to assisting Chinese heritage language learning from children's early ages. While facilitating children to grasp the language academically, we also instill strong Chinese heritage culture.
- 2) Develop children's linguistic, cognitive, and social abilities
We are committed to improve Children's linguistic abilities, cognitive development, and social abilities including leadership, teamwork, and sense of social responsibilities.
- 3) Promote Chinese education in local communities
We are committed to work with responsible citizens to promote Chinese education in local Chinese and non-Chinese communities.

CST Chinese School Teaching Philosophy

- 1) We believe that education is to bring up children through life-long learning for fulfilling personal and social needs. We believe that each child needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire to help students meet their fullest potential in these areas by providing an environment that is safe, welcoming, supports risk-taking, and invites a sharing of ideas. Through teaching, learning and schooling, children will grow up as individuals who truly accept and love themselves, know where they come from, be able to give back and contribute to their country, and do good to the human societies. As growing older, they can walk into a room, no matter how other people look at them and what people say about them, and look around with manners of confidence, elegance and dignity.
- 2) We believe teaching is a passion. Teachers must be compassionate, strong and dedicated individuals who are excited about working with children and youth. Teachers must treat each student as a unique individual and make them feel deeply cared.
- 3) We believe that teachers are guides in the academic world who also teach positive thinking and critical thinking, the important skills related to students' real life. Teaching subjects are not our mere purposes. Sorting through Chinese characters and passing on the essence of Chinese culture such as beauty, magnificence, wisdom, and nobleness are our ultimate goals for heritage education.
- 4) We believe that deliberately chosen textbooks, class materials, teaching pedagogy could guarantee students' success in achieving above goals. Maliping Textbook Series are chosen as our main textbooks. Since there is a philosophy behind each class contents and continuity in class arrangements and exercises, teachers may add materials to reiterate the textbook but not to take away or omit. Reordering of the class arrangement may disrupt the continuity and thus is discouraged. When using teaching materials or adding new into the classroom, it is necessary to filter the materials based on positive interpretations, critical inquiries and providing open questions. Helping

students to develop a deep love and respect for themselves, others, and their environment only occurs through an open sharing of ideas in such atmosphere.

- 5) We believe that learning is fun; learning is effort; learning is satisfying—

FUN- Without fun, students will soon lose interests in the subjects of China and Chinese. Teachers must design their class base on ages, language levels, and the special needs of each individual student. Teachers are encouraged to add filtered stories, poems, art, music, dance, painting, crafts, and some multimedia products to attract students' attention.

Effort- Meanwhile, students are stimulated to make efforts to get ahead academically. Students need to know that learning, just like any task in human life, can only be improved and succeeded with perseverance and efforts.

Satisfying - Last but not least, we believe that children's brains have unlimited potentials and are eager to absorb all kinds of knowledge. Effective learning can direct their natural curiosity to view the unknown not only to the topics and also wider intellectual universe. Good learning process must satisfy children's desire of exploring the outside world and lead to life-long self-education.

- 6) We believe that developing children's linguistic, cognitive and social abilities are equally important.

Linguistically, we are devoted to teaching Chinese language and culture. By choosing proper textbooks, class contents, and teaching pedagogy, students acquire solid growth of their reading comprehension at school and home.

Cognitively, research show that students' cognitive and mental ability are highly progressed when they learn other languages beyond their native language. It is a unique opportunity for children who know both Chinese and English to practice cognitive skills in authentic bilingual situations.

Socially, we are teaching and recreating a healthier and uplifting new culture. Providing students access to rethink Chinese and American cultures creates environment for individual discovery and construction of knowledge. Equally essential to self-discovery is having the chance to study things that are meaningful and relevant to one's life and interests. Teaching strategies that promote critical thinking, cooperation, leadership and develop the sense of social responsibilities are emphasized and considerably included in school curriculum.

Notes: Chinese has been taught in China and in many US cities, and yet China has many social problems and Chinese in America don't unite and are not yet considered as a fully integrated part of US culture. The problem lies in traditional approach or philosophy of education. Why many students hate Chinese school? Maybe it is not what is taught but how it

is taught. This is a topic for ongoing discussion and practice, we should all work together to think critically and come up with innovative teaching methods to implement this ideal.