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Prof. Dr. Stephan Gerhard Huber

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University of Teacher Education Zug (PH Zug)

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Implications for teaching and learning in intercultural societies: parents' expectations of schools in Taiwan

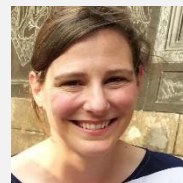


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Ulrich Iberer, Elena Krause, Yung-Chih Lin, Kemma Tsujino:
Implications for teaching and learning in intercultural societies: parents' expectations of schools in Taiwan

Structure

- Intercultural societies
- Research Topic: Parental involvement
- International comparative study
- From mother's issues to researcher's interest
- Case Study: International School in Taipei
- Parents in type descriptions
- First findings
- The Asian view: Explanation approaches
- Next steps in our research
- References
- Appendix



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Intercultural societies

- Different cultures live side by side in one country (tribal areas, settlement, migration), so different cultures in one school class (Osler 2014; Sani 2017).
- Cross-cultural exchange and virtual communities (i.e. study abroad; delegation because of business issues, scientific research ...)
- Global citizenship concept (Garry Davis 1948; Birdy 2021)

picture: pixabay.com (public domain)





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Research Topic: Parentel involvement

Teaching and learning in classes of children with **various cultural backgrounds** have own effects.

This has challenges and consequences not only on the way lessons are taught, but on the whole organization of a school, the interaction with different partners, and **especially on the cooperation with parents.**

pictures: pixabay.com (public domain)

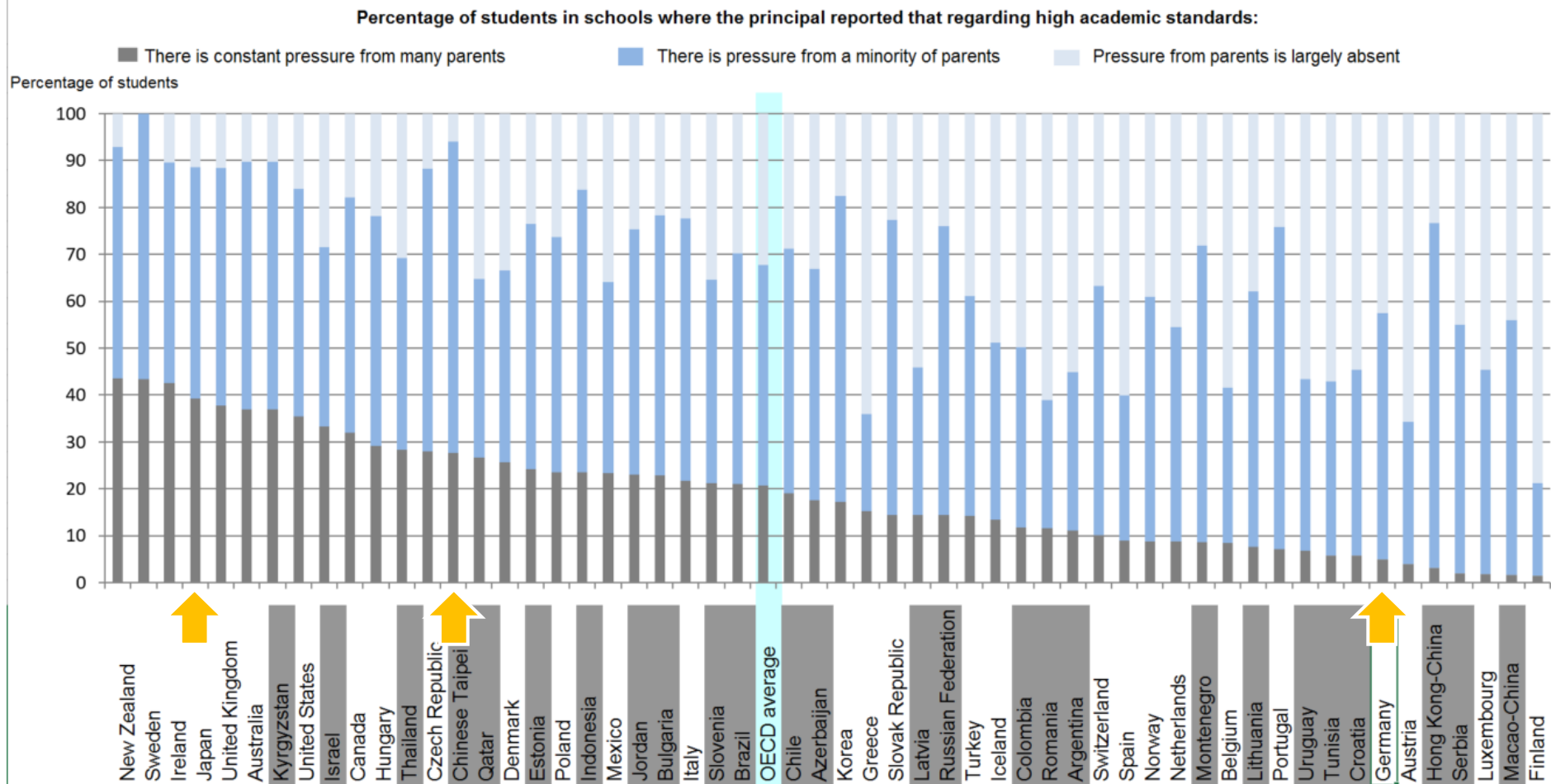




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OECD PISA 2006

School principals' perception of parents' expectations



Source: OECD PISA 2006 database, Table 5.6.



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International comparative study

Our method

- Explorative study by qualitative interviews:
International school in Taipei - parent's expectation on education
- Contrasting by qualitative interviews:
Taiwanese National school - parent's expectation on education
- Comparison educational systems Germany – Taiwan – Japan

Where we are today

- Initial findings of a pilot study, preparing survey in greater width



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From mother's issues to researcher's interest

- Since 3 years we live in Taiwan
- My daughter visits the international private school *Taipei European School* (German Section)
- My boy attended grade 1 and 2 in a public Taiwanese school
Since grade 3, he has been attending Taipei European School
- As a mum attending to different type of schools my interest was piqued, especially as a Master trained educator



picture: Elena Krause



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Case Study: International School in Taipei

- It's a private international school
- 55 nations represented at the school with over 1.700 students
- Two Campuses:
 - Primary campus:
Kindergarten and Elementary school
 - Secondary Campus:
Junior / Senior High School
- Merger of three schools:
British, French and German school
- National curriculum option by each section



picture: Elena Krause



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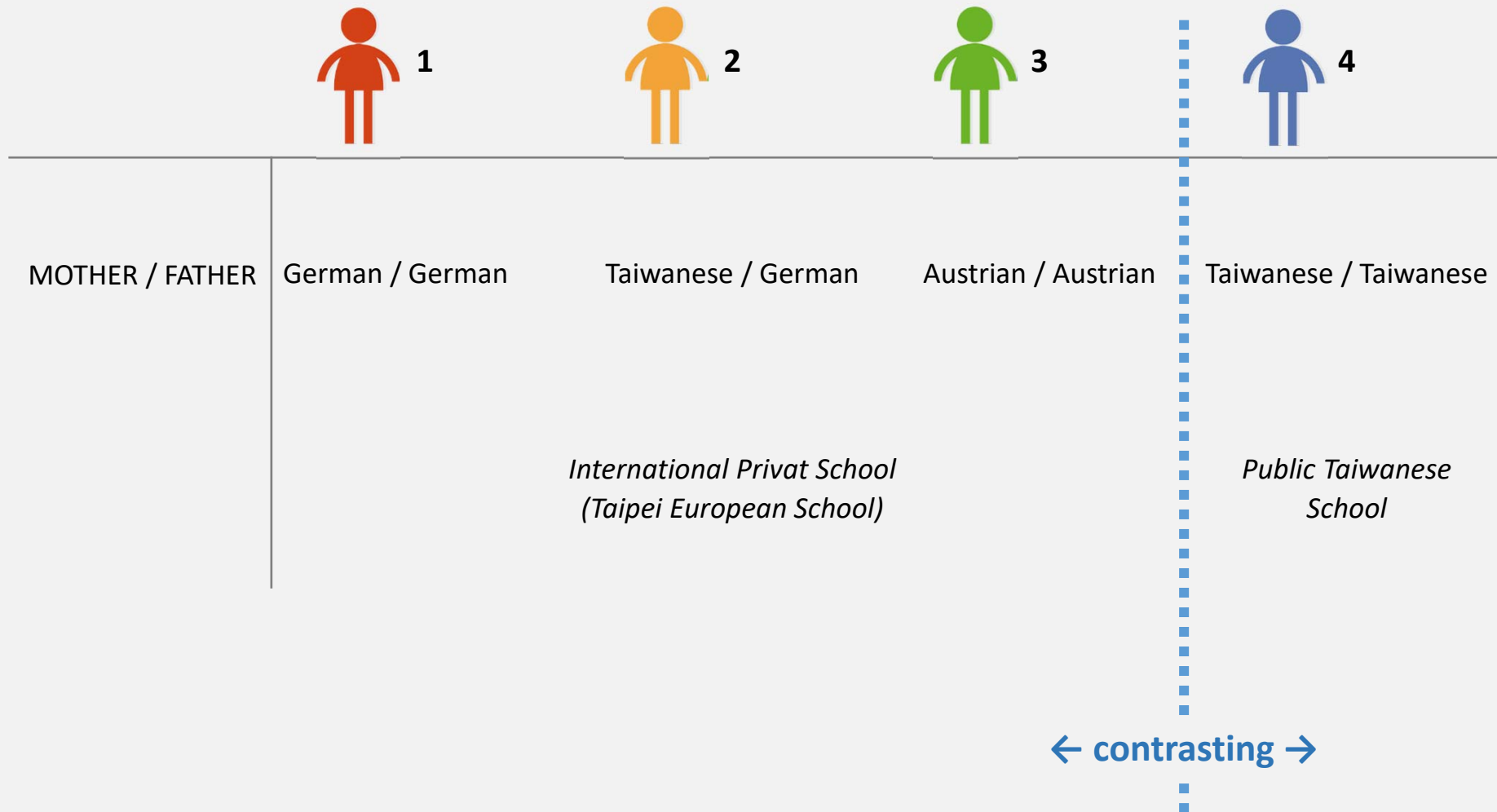
Concept of the interviews

- Qualitative interviews with **4 mothers with different cultural background**; each interview was transcribed and subjected to a content analysis.
- Initially, we asked for their **strategies coping with everyday school life during the Corona periods**.
- During the analysis we noticed that there are **different ideas about learning** on the part of the parents.
- So we **switched our focus on involvement of parents in intercultural contexts**.



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Parents in type descriptions





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Parents in type descriptions

Insights and examples

How **German/Austrian** mums **think about teaching and learning in Taiwan**



- *„A lot is learned in preschool. Some parents thought it was too much.“*
- *„The children learn a lot, but for me it is just that the children are all totally trained.“*
- *„If I give my child to school, then I assume I have the prerequisite that the teacher teaches the subject matter to my children and not me privately. Because then I don't need a school either.“*
- *„... and you just see that the child is constantly occupied and they want - I say Asian drill - they want to raise child prodigies here.“*



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Parents in type descriptions

Insights and examples

How **Taiwanese** mum **think about teaching and learning in German school** in comparison to Taiwanese school system in general



- *„I think everybody should know that Asian education is just full of tests or examinations.“*
- *„German elementary school is about playing and exploring.“*
- *„Nothing like homework or tests at all.“*
- *„But in Taiwan or in Asia there will be from the first grade or second grade they will have a lot of homework and also much more tests.“*



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First findings

There seem to be **significant discrepancies** between the **expectations** and the **satisfaction of the parents** regarding what schools and teachers are offering.

Expectations are influenced by **self-awareness** of lessons, homework, extra courses.



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The Asian view: Explanation approaches

- International (German) school in Taiwan seems to be influenced by **both** Taiwanese and German **school cultures and serve as a node** to understand both. The viewing angle from the third party (Japan) can play a role in untangling the node.
- Since the range of school education in East Asia is very large, **parents' expectations for schools are also high.** As a reaction to this, pressures from parents to their school can be also strong **through informal routes.**
- Educational innovation toward the **competency-based instruction** seems to have become the major issue in Japan and Taiwan, but unless the **entrance examinations** for upper grade school are eliminated, the pressures of parent and student will never go away.



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Next steps in our research

New questions that have arisen from the first findings:

- How are expectations and wishes discussed between children, parents and the school?
- How are they communicated with each other?

To better classify the significance of these results, **further interviews** will be necessary, also to open up insights on the emergence of the discrepancies.



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Thank you

Danke

謝謝你

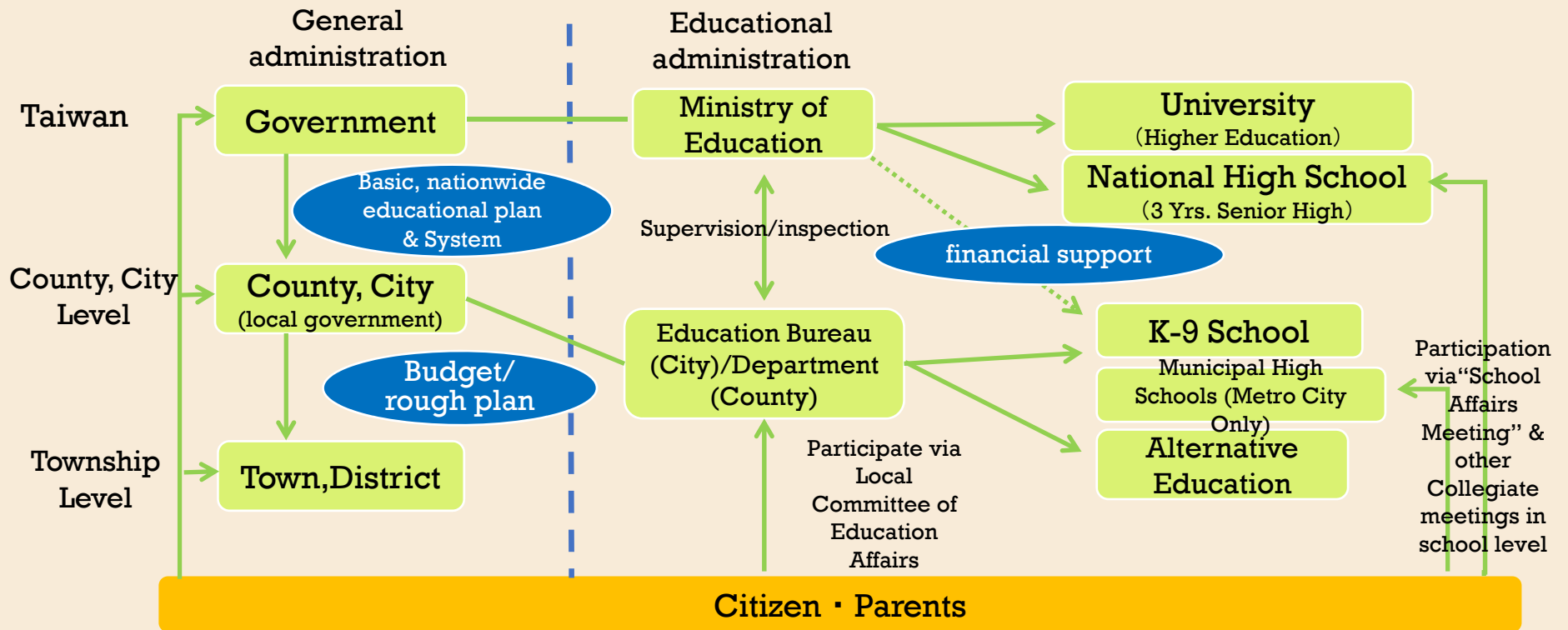
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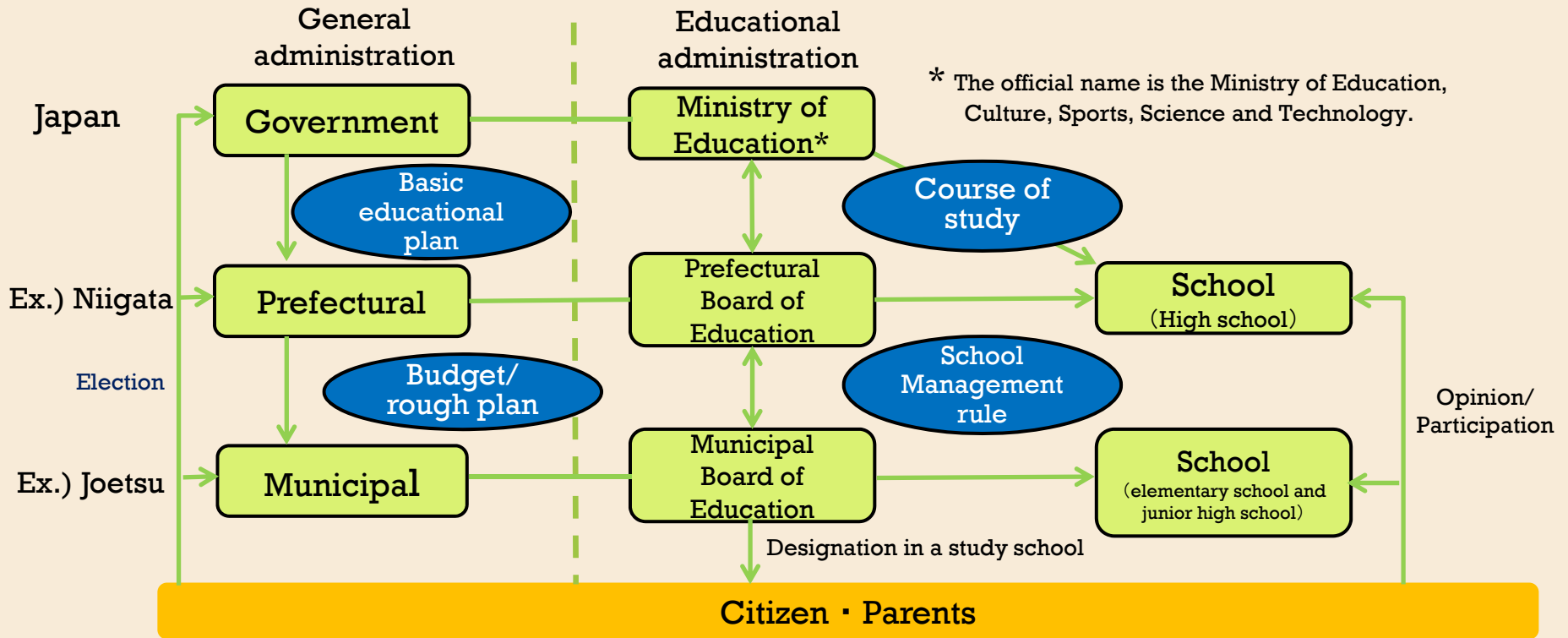
Appendix

Appendix 1: Governance Structure in Taiwan



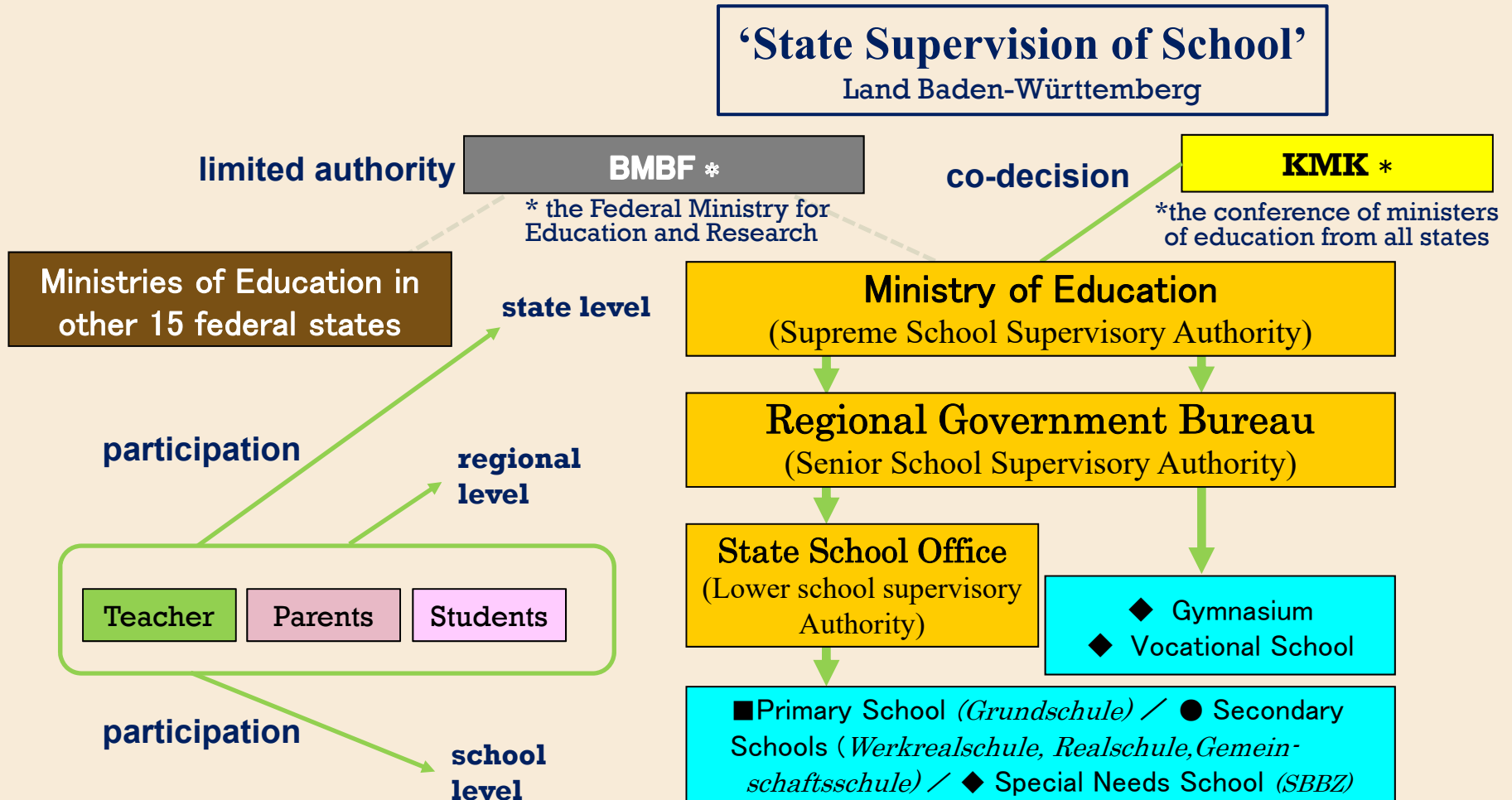
(drawn by Yung-Chih Lin)

Appendix 2: Governance Structure in Japan



(drawn by Takahiro Tsujimura)

Appendix 3: Governance Structure in Germany



(drawn by Kemma Tsujino)

Appendix 4: General View of School Admin. Structure among Japan, Taiwan and Germany

		Europe	East Asia	
		Germany	Japan	Taiwan
school administration	national level	<ul style="list-style-type: none"> • Federal ministry 'BMBF' has almost no authority. • Activities based on agreements with each state are possible. • Conference of ministers of education from all states (KMK) sets the education-standards. 	Education Ministry 'MEXT' has authority for educational contents (Ex.) Course of study, official approval of textbooks, nationwide achievement tests, basic plan for education promotion, etc.	Education Ministry has authority for educational contents (Ex.) Curriculum Guidelines of 12-Year Basic Education, approval of textbooks Education Ministry is also the competent authority of national senior high schools
	state level	Supreme Supervising Agency = State Ministry of Education (Ex.) Educational plan, Educational standards, official approval of textbooks, etc.	Prefectural Board of Education (Ex.) Personnel affairs	Metro/City Education Bureau and County Education Department are the competent authority of K-9 schools. (Ex. personnel affairs, budgets, facilities maintain, life-long learning)
	municipal level	Senior Supervisory Agency = School Supervision Agency Subordinate Supervisory Agency = Bureau of School * Some states do not distinguish between the two. Mission: 'state supervision of school' to each school	Municipal Board of Education (Ex.) Authority for facilities and equipment	X (Two Levels at present)

(made by the presenters)

Appendix 5: General View of School Management Structure among Japan, Taiwan and Germany

		Europe	East Asia	
		Germany	Japan	Taiwan
school management	decision making	Supreme decision-making body = school conference School conference consists of teachers, parents and students.	Supreme decision-making body = headteacher Teacher's conference is unified by headteacher PTA and student council has no legal participation right.	Supreme decision-making body = School Affairs Meeting School Leader=Principal School Teacher Association Class/School Parents Association
	headteacher's authority	Headteacher is the chairman of school conference.	Headteacher has supreme authority.	Principal has authority in comprehensive school affairs by Law; Principal is the chairman of school affairs meeting
	teachers's authority	Participation in school management with voting rights. 'pedagogical freedom' is legally secured. Teacher status is a public official with lifelong employment. * Employment contract 'Angestellte' also expanded.	Teacher's conference is a subsidiary organization. The teacher is a local public official with lifelong employment. ※ Teacher has no authority for participation in school management legally. (* In reality teacher's conference has a certain influence.)	Teacher represents join many school meetings (Ex. Curriculum development, personnel assessment); Public school teacher is defined as "teacher", not public official employee.(but lifelong employment)
	educational participation	Parents and children have rights for educational participation. * Participation by local residents is not assumed.	Educational participation is partly legislated (school councilor system etc.) ※ When a school designated as a 'community school', parents and local residents also have the rights for participation and deliberation.	Participation is legislated via local committee of education affairs. But essentially depends on what the Bureau's entrust; The Teacher Union and the Parent Union join lots of educational meeting & express opinions in local or nationwide Level

(made by the presenters)