

## Korea

**Enhancement of Multicultural Education in Miwon Elementary School**

*This 3-year-project at Miwon Elementary school included numerous activities in multicultural education and a programme focussing at students with multicultural/multilingual backgrounds. Examples of activities are supporting classes and extra language courses for students with multicultural backgrounds and their parents (also during holidays), and for all students multicultural and Korean culture experiencing days, after-school classes taught by bilingual parents, and bilingual presentation contests. Students also produced movies on multicultural topics.*

**Main Focus of Innovation:** LEARNERS, TEACHERS, CONTENT, ORGANISATION

**Other keywords:** equity

**General Information**

**Name of the ILE:** Enhancement of Multicultural Education in Miwon Elementary School

**Location/Address:** 477-810 Sinchen-ri, Seorak-myeon, Gapyeong-gun, Gyeonggi-do, South Korea

**Website:** [www.miwon.es.kr](http://www.miwon.es.kr)

**ILE submitted by:** South Korea

**Rationale**

*Why do you suggest that it should be included in the project? How does it respond to 21<sup>st</sup> century learning challenges?*

## 1. Why?

- Fresh innovative practice in Korea education system
- Proactive practitioner-driven 3-year systematic approach
- Integrated diverse programmes within Korean National Curriculum
- Involved various groups, including 1) students & parents from Korean-only, bilingual/multicultural background, 2) school teachers & principals, 3) local communities, 4) local, provincial, central education authorities, 5) professionals specialised in elementary education, bilingual/multicultural education
- Provided good example case & implications for classroom learning, school environment, educational policy support & decision.

## 2. How?

- Directed & improved practical learning situation in school
- Increased awareness of & respect for linguistic, ethnic, cultural difference & diversity
- Empowered participants with profound multicultural understanding
- Equipped participants with multicultural competence towards international citizenship.

**Learning Aims / Intended Learning Outcomes of the ILE**

*What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)*

## 1. What core aims, knowledge, skills, attitudes? (differentiated by year)

## Year 2007

- To create basic infrastructure (human-resources, administrative, physical system) for bilingual/multicultural learning environment
- To operate various educational programmes for profound understanding of cultural diversity
- To provide diverse school activities for improvement of bilingual/multicultural education

## Year 2008

- To continue constructing infrastructure for bilingual/multicultural education environment
- To expand education programmes for multicultural understanding and experiencing
- To support bilingual & multicultural education for globalised society

## Year 2009

- To complete constructing infrastructure for bilingual/multicultural education environment
- To operate self-identity raising programme for multicultural family background students
- To formulate collaborative supporting communities for bilingual/multicultural education

2. What curriculum?

2.1 Curriculum for Year 2007

Stage	Curriculum	Monthly Schedule											
		3	4	5	6	7	8	9	10	11	12	1	2
S-1 creating infra- structure	offer supporting class for multicultural-family background students	○	○	○	○	○	○	○	○	○	○	○	○
	create bilingual education class environment	○	○										
	publish information booklets for multicultural family parents	○	○	○	○	○	○	○	○	○	○		○
	provide training, lectures for teachers, parents	○			○				○	○			
	operate webpage for multicultural family		○										
	formulate collaborative supporting communities for multicultural family	○											
S-2 offering various programmes	open bilingual/multiculture experiencing day		○	○	○	○		○	○	○	○		
	offer CCAP(Cross-Cultural Awareness Programme)		○	○	○			○	○	○			
	operate world/Korean culture experiencing activity, <i>NeteeNamoo./Saturday Temsae</i> school			○	○	○	○	○	○				
	offer <i>Noori</i> class for multicultural family background students		○	○	○	○		○	○	○	○		
	making multiculture-relating films							○	○				
S-3 providing diverse activities	offer after-school English & Japanese classes by multicultural parents			○	○	○		○	○	○			
	offer <i>Noori</i> class for Korea learning		○	○	○	○			○	○	○		
	have bilingual presentation contest				○				○				
	offer school activities for dairy, letter writing in native language		○	○	○	○	○	○	○	○	○	○	○
	have bilingual newspaper making contest of multicultural family		○	○	○	○		○	○	○	○		
	produce bilingual resources for morning-class		○	○	○			○	○	○			
offer educational programme for parents		○	○	○	○		○	○	○	○			

2.2 Curriculum for Year 2008

Curriculum	Monthly Schedule											
	3	4	5	6	7	8	9	10	11	12	1	2
offer supporting class for multicultural-family background students	o	o	o	o	o	o	o	o	o	o	o	o
create bilingual education class environment	o	o	o	o	o	o	o	o	o	o	o	o
provide training, lectures for teachers, parents	o		o	o				o	o			
offer counselling, consulting programmes for multicultural family	o	o	o	o	o	o	o	o	o	o	o	o
operate webpage for multicultural family	o	o	o	o	o	o	o	o	o	o	o	o
formulate collaborative supporting communities for multicultural family	o											
offer <i>SarangNanoom</i> Korean language class for multicultural parents		o	o	o	o			o	o	o	o	
offer <i>Noori</i> class, individualised programme for Korea language learning (in branch schools)		o	o	o	o			o	o	o	o	
offer CCAP(Cross-Cultural Awareness Programme)		o	o	o				o	o	o		
celebrate national folk day				o								
making multicultural-relating films			o	o	o	o	o	o	o	o		
use operate world/Korean culture experiencing activity			o	o				o	o	o		
have bilingual/multilingual experiencing day		o	o	o	o			o	o	o	o	
offer after-school class for English, Japanese language learning		o	o	o	o			o	o	o	o	
have foreign language presentation context for <i>Miwon</i> family				o								
offer school activities for dairy, letter writing in native language			o					o				
have bilingual newspaper making contest of multicultural family			o	o								
offer certificate for bilinguals (English-Korean)		o	o	o	o			o	o	o	o	
produce bilingual teaching materials for extra-curricular activities		o	o	o				o	o	o		
publish information booklets for multicultural family parents		o	o	o	o	o	o	o	o	o	o	o
operate MBS ( <i>Miwon</i> Broadcasting Service)		o	o	o	o	o	o	o	o	o	o	o

2.3 Curriculum for Year 2009

Stage	Curriculum	Time Schedule
S-1 Continue constructing infrastructure	survey of multicultural students' profile	2nd week Mar, 2009
	offer integrated class	Mar 2009 ~ Feb 2010
	create learning environment for multicultural education	continued during whole academic year
	provide training, lectures for teachers, parents	11, 20 March 2009 5, 10 June 2009 6, 8, 16 Sept 2009 23 Sept 2009
	publish information booklets for multicultural family parents	whole year when needed
	offer <i>Noori</i> class for Korea learning	Mar - Dec 2009 Summer, Winter vacations (60 hours)
	operate website for multicultural family students, parents	whole year
	open resources centre for multicultural family students	Apr 2009 ~ Feb 2010
S-2 operate self-identity raising programme	offer multicultural programmes in regular curricula classes	Korea Language, Math, Music, etc.
	provide multicultural programmes for extra-curricular activities	every Saturday
	offer counselling, consulting programmes for multicultural family	special time schedule
	offer CCAP(Cross-Cultural Awareness Programme)	6 times
	operate diverse multicultural experiencing programmes	Apr - Dec 2009
S-3 formulate collaborative support communities	operate supporting council & <i>SarangNanoom</i> Korean language class	frequent pre-scheduled basis
	offer after-school English & Japanese classes taught by multicultural parents	Apr - Nov 2009
	have bilingual presentation contest(drama, story-telling, sings)	13 June 2009

**Learners**

*Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?*

1. Which groups aimed at/eligibility? Diverse learner groups were aimed at according to specification of activities/programmes
  - For bilingual/multicultural-family background students: Supporting classes e.g. Korean Language Class, Bilingual Presentation Contest
  - For whole class/whole school students: inclusive classes e.g. Multicultural-relating Film Making Activity, Multicultural Experiencing Day
  - For bilingual/multicultural family parents: language supporting classes e.g. Korean Language Class, after-school English/Japanese Class
  - For whole students, teachers, parents, school staff, local community members: special activities e.g. Cross-Culture Awareness Programme
  - For teachers, school staff, parents, consultants, counsellors, advisors: supporting council e.g. Supporting Council Meeting
2. How many learners? Group organisations, size varied by activities/programmes: one-to-one tutoring, small/large groups of students/parents, whole class/whole school students
3. What ages? Learner ages differed by activities/programmes: elementary students (aged 6-13), parents, teachers, community members, educational authority officers, professionals
4. Places? Classrooms, corridor, auditorium computer centres, libraries, auditoriums, gymnasiums, swimming pools, playgrounds, multicultural resources centre, family houses, heritage/cultural places, observatories, factories, farms, country side/fields, concert halls, MBS (*Miwon* Broadcasting Service) station, on-line spaces, etc.

**Facilitators**

*Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?*

1. Who are the teachers/facilitators, what professional backgrounds & roles?
  - Class teachers, staff, principal specialised in elementary education
  - Elementary school teachers specialised in bilingual/multicultural education
  - Officers of local, provincial, central education authorities mostly specialised elementary/ general education, school management/administration
  - Parents, local community members with general, bilingual/multicultural family background
  - Counsellors, consultants, advisors, researchers specialised in elementary education, bilingual/multicultural education, educational research, school management, sociology, Korean language teaching, etc.

## 2. Who are the leaders?

- class teachers & elementary school teachers of *Miwon* Elementary School planned, organised most activities/programmes
- parents from bilingual/multicultural family background led some programmes (e.g. English & Japanese Classes)

3. Involvement types? Involvement type of participants varied according to activities/programmes, including one-to-one tutoring, small/large group meeting, special lecture, field trip, document exchange, on-line communication

### **Organization of the ILE**

*How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?*

#### 1. How is learning organised, how are learners grouped?

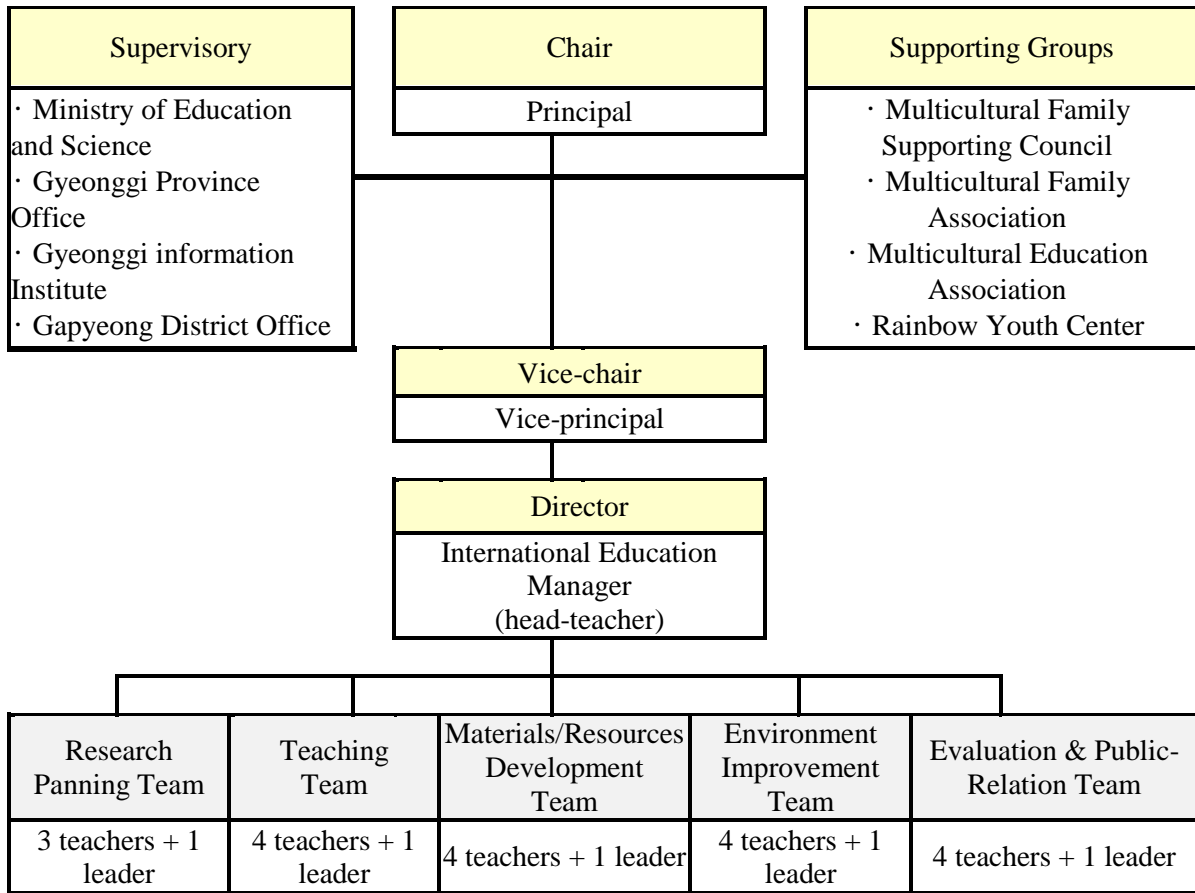
1.1 Learning organisation varied greatly depending on purposes, contents, participants, activities, programmes, teachers, etc.

1.2 Learning organisation included:

- one-to-one tutoring (e.g. counselling/advisory meetings)
- small group classes/activities with bilingual/multicultural family background students/parents (e.g. Korean language class, extra-curricular activities), small group classes/activities with Korea-only students (e.g. English/Japanese Class)
- integrated classes/activities with general & bilingual/multicultural students (i.e. all regular curriculum subject classes, Multicultural Experiencing Day)
- grade-specific classes/activities (e.g. some regular curriculum subject classes)
- small group classes/activities with multicultural families (e.g. Saturday class, *SarangNanoom* class)
- Integrated class/activities with whole school students & parents classes/activities (e.g. Bilingual Presentation Contest)

1.3 Special organisation of human resources with school teachers, staff, principals, parents, educational authorities' officers, professionals was in operation to support multicultural education in *Miwon* Elementary School in 2007, 2008, 2009 as below.

Special Organization of Human Resources in *Miwon* Elementary School, 2007



2. How do learners and facilitators interact?

- Using diverse patterns: student(s)-student(s), student(s)-teacher(s), teacher(s)-parents(s)
- Utilizing both Korea & native languages of bilingual/multicultural students/parents
- Getting support from native languages-shared parents
- Helping with social/cultural experiences
- Creating “no discrimination but respect differences of language, religion, culture” learning environment
- Encouraging voluntary participation in activities/programmes



### 3. What kind of pedagogies do they follow?

- Learner-centred/learner need-directed education
- Experiential learning (activity/task-based learning)
- Collaborative/cooperative learning
- Level-differentiated learning (by language proficiency, cognitive development, cultural experiences)
- Bilingual/Multi-cultural Education

What sequencing of activities? Activities were sequenced according to curriculum developed & applied each year (see above for Curricula 2007, 2008, 2009).

What feedback is used? Formal/informal conversations, tests, interviews, survey questionnaires, performance observation, written output (diaries, letters), self-assessment (see Annual Reports below for example feedback).

### **Learning Context**

*In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?*

1. Context: Agricultural, industrial area in Gapyeong-gun, Gyeonggi-do, lower-income/lower-social class families, high ratio of multicultural background families
2. Roles of parents, communities
  - Active involvement of parents and community members played various positive roles for bilingual/multicultural education
  - Cooperative interaction with teachers from neighbour schools, local education authorities(Gapyeong District Office of Education, Gyeonggi Provincial Office of Education) created effective learning environment
  - High expectation & support from local communities for academically advanced, culturally diverse school facilitated bilingual/multicultural education
3. Which facilities & Physical spaces?
  - to support learner-friendly, authentic, experiential learning environment
  - unlimited facilities & physical spaces were used (in/out school): bulletin boards, classrooms, corridors, auditorium computer centres, libraries, auditoriums, gymnasiums, swimming pools, playgrounds, multicultural resources centre, family houses, heritage/cultural places, observatories, factories, farms, country side/fields, concert halls, MBS (*Miwon* Broadcasting Service) station, on-line spaces, etc.

## 4. How resources used?

- to provide effective, creative, comfortable, sound learning environment
- a wide range of learning resources were used: information sheets of students, survey questionnaire, pictures, drawings, photos, posters, booklets, handouts, Q-A leaflets, letters, newspapers, stationery, toys, crafts, traditional games/plays, folk tales, stories, traditional costumes, national flags, music, films, dramas, foods & drinks, musical instruments, sports equipment, computers, blogs, websites, etc.

## 5. How technology and digital resources used?

To increase students' motivation & interest, to involve students in tasks, to provide realistic/simulating experiences, to maximise effectiveness/efficiency of learning

All kinds of technology and digital resources were used: audio/visual materials (CD-Rom Titles, DVDs, and computer games), making films, exchanging emails/text messages, visiting websites/blogs, operating MBS (*Miwon* Broadcasting Service), etc.

### History of ILE

*Who initiated it? For what reasons was it started and with what purpose? Have these changed since?*

1. Who initiated? School teachers and principals of *Miwon* Elementary School
2. When? From 2007 to 2009, for 3 years
3. What reasons & purposes?
  - 3.1 to solve practical problems
  - 3.2 to improve classroom learning/teaching situation in multicultural school & local community
  - 3.3 to accommodate to demands for bilingual/multicultural education & harmonised society
  - 3.4. to insure provision of quality-high education for international citizenship
4. Changed? Each year put main focus on three major themes.

### Funding of the ILE

*How is it funded?*

1. The case was funded by Gyeonggi Provincial Office, Ministry of Education and Science of Korea for 3 years (from 2007 to 2009)
2. If this application is successful, Korea Institute for Curriculum and Evaluation will support with financial fund & administrative system\_for OECD ILE project.

**Learning Outcomes**

*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

Comprehensive report of learning outcomes was produced each year, using various assessment methods/tools as below

1. Annual Report 2007

Stages	topics	Methods/ tools	Dates	Targets
1	Perceptions on creating learning environment for bilingual/multicultural education	5-Likert survey	2007.10	General/multicultural family students/parents
	Perceptions on having Multicultural Experience Day for bilingual/multicultural education	5-Likert survey	2007.10	General/multicultural family students/parents
2	Perceptions on International & Korean culture Experience Activities	5-Likert survey	2007.10	General/multicultural family students/parents
	Perceptions on film making activities	5-Likert survey	2007.10	General/multicultural family students
3	Perceptions on & satisfaction about bilingual presentation contest	5-Likert survey	2007.10	General/multicultural family students/parents
	Perceptions on & satisfaction about Revitalization of Bilingual Education Programme	5-Likert survey	2007.10	General/multicultural family students/parents
	Achievement test results of Korea language learning	Score analysis	2007.5 ~ 9	Noori Class students
	Students' & Parents' satisfaction about Korea language classes	5-Likert survey	2007.06 2007.10	Noori Class student, Sarangnagoon Class parents
	Analysis of satisfaction level about publication in foreign languages	5-Likert survey	2007.10	Multicultural parents
	Co-relation analysis between bilingual language education results and Korean language learning results	Score analysis	2007.3 ~ 7	2~6 grade after-school class students

2. Annual Report 2008

Stages	Topics	Methods/ Tools	Dates	Targets
1	Perceptions on formulating infrastructure for bilingual education	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
	Perceptions on websites for bilingual education	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
	Perceptions on supportive system with education community for multicultural students	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
	Analysis of satisfaction about early adapting programme for multicultural students/parents	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
2	Analysis of <i>Noori</i> Korean Language Class	Score analysis	2008.4 ~ 10	<i>Noori</i> Class student
	Analysis of satisfaction about CCAP	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
	Analysis of satisfaction about International & Korean culture Experience Activities	5-Likert survey	2008.10	Multicultural/general family participants(students, parents, teachers)
	Analysis of satisfaction about Multicultural Experience Day	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
3	Analysis of satisfaction about bilingual education programme	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
	Analysis of satisfaction level about publication in foreign languages	5-Likert survey	2008.10	Multicultural family students/parents
	Analysis of satisfaction level about MBS operation	5-Likert survey	2008.10	General/multicultural family students/parents/teachers
	Analysis of satisfaction level about bilingual language use	5-Likert survey & interviews	2008.10	Multicultural family students/parents

## 3. Annual Report 2009

Stages	Topics	Methods/ Tools	Dates	Targets
1	<ul style="list-style-type: none"> <li>- Analysis of satisfaction about creating learning environment for multicultural programme</li> <li>- Analysis of satisfaction about early adapting programme for multicultural students/parents</li> <li>- Analysis of satisfaction about school websites</li> </ul>	questionnaire interview	2009.10	General/multicultural 1 students/parents/teachers
2	<ul style="list-style-type: none"> <li>- Analysis of effect of multicultural understanding education programme: curriculum, extra-curricular programmes</li> <li>- Analysis of satisfaction about consulting/counseling programme</li> <li>- Analysis of satisfaction about CCAP</li> <li>- Analysis of satisfaction about various cultural experience activities</li> </ul>	questionnaire interview	2009.10	General/multicultural 1 students/parents/teachers
	<ul style="list-style-type: none"> <li>- Analysis of self-identity test results</li> </ul>	5-Likert Test	2009. 04, 10	multicultural students/parents
3	<ul style="list-style-type: none"> <li>- Analysis of satisfaction about supporting community programme</li> <li>- Analysis of satisfaction about multicultural education programme connected to local community supports</li> </ul>	questionnaire interview	2009.10	General/multicultural 1 students/parents/teachers

**Documentation describing or evaluating the ILE**

*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

1. Document, research reports or evaluations? Comprehensive annual reports are attached (Miwon Annual Reports 2007, 2008, 2009)
2. Website are: <http://www.miwon.es.kr>, [http://www.miwon.es.kr/xe/multi\\_pds](http://www.miwon.es.kr/xe/multi_pds), [http://www.miwon.es.kr/xe/multi\\_subject](http://www.miwon.es.kr/xe/multi_subject), [http://www.miwon.es.kr/xe/multi\\_culture](http://www.miwon.es.kr/xe/multi_culture), <http://www.miwon.es.kr/xe/korean>

**Other information you consider to be relevant to describe the ILE**

1. As a leading education research institute in Korea funded by Korea government, Korea Institute for Curriculum and Evaluation (KICE) has conducted a wide range of education-relating research since 1998, local and international. In particular, a research team specialised in multicultural education research, has carried out a long-term research project since 2007. The research reports written by this multicultural education team were disseminated to various readers such as school teachers, superintendent of Education Offices, Ministry of Education and Science and professional researchers. The suggestions and implications were applied in education policies for classroom learning/teaching situations such as *Miwon* Elementary bilingual/multicultural education.
2. If this application is successful, as stated above, KICE is going to provide full financial and administrative supports for the OECD ILE project.
3. The KICE annual research reports are attached (KICE Reports 2007, 2008, 2009) for reference.