WALKING IN THE FOOTSTEPS OF ASIAN STUDENTS AND THEIR FAMILIES

MATSOL Conference
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Lexington Public Schools
K-5 ELL Teachers
Ice Breaker

Why did you decide to come to this workshop?
Goals for today

1. Learn bicultural considerations to better understand Asian (Chinese, Korean, and Japanese) students and families.

2. Identify tools to support your students and families.
Pair Share: Let’s Start with Perceptions

What comes to mind when you think of the interactions and experiences you have had with your Asian students and families?
The Lexington Landscape

37.2% of LPS students identify as Asian

3.7% of FT LPS staff identify as Asian

Lexington has the 3rd largest Asian population in MA

(19.9% in 2010)

1. Ma Academy for Math and Science (42.3%)
2. Quincy (37.9%)
3. Lexington (37.2%)
4. Acton-Boxborough (31.2%)
5. Westborough (30.9%)

2016-17 Enrollment By Race/Gender Report (District) by DESE

Biculturalism

Biculturalism represents comfort and proficiency with both one's heritage culture and the culture of the country or region in which one has settled.

Benet-Martínez & Haritatos, 2005
Berry, 1997
Schwartz & Zamboanga, 2008
Biculturalism: Kid Perspective

How do I feel about living in America as a Japanese person?

“I feel good about it because I kind of feel like myself is very special knowing two languages, and living in a country that I wasn’t born in, and getting used to it. The way I don’t like it is that I cannot eat many food that I used like to eat in the restaurants in Japan. The other thing I don’t like about it is that I don’t know so much words in English than in Japanese.”

-A 4th grader at LPS
Pair Share: Consider Your Identity

What do you consider to be your top two “identities”?
Biculturalism: Kid Perspective in Numbers

Who are you?
I am ________.

The ELL students rated their race as their identity in:

• the 4th place in 2nd grade
• the 2nd place in 3rd grade
• the 2nd place in 4th grade
• the 2nd place in 5th grade

ELL students are particularly aware of their racial identity from an early age.
Agenda

1. The Meaning of Education in Asian Society
2. School Environments
3. Home Country Responsibilities for Students, Teachers, and Families
4. Bring It All Together
THE MEANING OF EDUCATION IN ASIAN SOCIETY
What’s the Fuss?

Korea: Sooneung
National College Scholastic Aptitude Test

- Duration: 9.5 hours, 1 day
- Once a year in November
- Public transportation added, planes grounded
- Students are escorted by police, if necessary
- High rates of suicide before/after/day of results

Education in Korea...

• Is not a choice (95% high school graduation rate)
• Extracurriculars are not highly valued
• Students have on average 15 hours of academics/day (school + tutoring)
• Mandatory Saturday school banned just a few years ago in 2012
• *Hakwons* (private tutoring) is being regulated (hours, fees) by the government without much success
What is going on here?

What is going on here?
China: *GaoKao*:
The National Higher Education Entrance Examination

- Duration: 9 hours over 2 days
- Offered once a year.
- Measures taken to discourage cheating

[Link](http://caliser.com/worst-nightmares-of-every-single-chinese-kid/)
Japan: Daigaku Nyushi Senta Shiken
National Center for University Entrance Exams

• Duration: 9 hours, 2 days
• Offered once a year.
• 70% of colleges require 5 Subject Test (JLA, Math 1 & 2, Science 1 & 2, Social Studies, and Foreign Language)
• Based on the result, students select a college and take another test (2-4 subject tests, essay, interview, etc.)

Practice Entrance Exam in Tokyo Area. (Mock Exam)
• Results from this test provide critical information about your chances of getting into a college. Students decide which colleges they can apply to (or not apply to).
<table>
<thead>
<tr>
<th>Class #</th>
<th>Student’s name</th>
<th>Subject Areas</th>
<th>Total</th>
<th>Average</th>
<th>Rank</th>
<th># of Fails</th>
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<tbody>
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<td>1</td>
<td>賀雲</td>
<td></td>
<td>731.5</td>
<td>91.4</td>
<td>10</td>
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<tr>
<td>2</td>
<td>黃潤儀</td>
<td></td>
<td>696</td>
<td>87.0</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>王宣元</td>
<td></td>
<td>720.5</td>
<td>90.1</td>
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<td>4</td>
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<td>750.5</td>
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<td>5</td>
<td>李柔瑩</td>
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<td>680</td>
<td>85.0</td>
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<tr>
<td>6</td>
<td>楊又瑋</td>
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<td>711</td>
<td>88.9</td>
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<tr>
<td>7</td>
<td>邱宏祺</td>
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<td>715</td>
<td>89.4</td>
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<tr>
<td>8</td>
<td>連婉宜</td>
<td></td>
<td>743.5</td>
<td>92.9</td>
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<td>9</td>
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<td></td>
<td>574</td>
<td>71.8</td>
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<td>2</td>
</tr>
<tr>
<td>10</td>
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<td></td>
<td>743</td>
<td>92.9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>張瑋珊</td>
<td></td>
<td>726</td>
<td>90.8</td>
<td>12</td>
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<tr>
<td>12</td>
<td>石宜瑄</td>
<td></td>
<td>679</td>
<td>84.9</td>
<td>33</td>
<td></td>
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<tr>
<td>13</td>
<td>何沅瑾</td>
<td></td>
<td>626</td>
<td>78.3</td>
<td>40</td>
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<td>鄭宇佑</td>
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<td>683.5</td>
<td>85.4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>劉映佳</td>
<td></td>
<td>717</td>
<td>89.6</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Academic Performance Is Openly Displayed:
Honor (& Not So Honor) Roll at Jinhua School, China
Only One Shot to Go to College!

- In China, Korea, and Japan, the college entrance exam only takes place once a year.
- In China and Korea, the scores determine which college one may attend.
- In Japan, you may only apply to and sit in for the entrance exam associated with one single state college at a time.
SCHOOL ENVIRONMENTS
Kindergarten Reading Time (Japan)
Kindergarten Reading Time (U.S.)

Reading time in Michele DeLoach's first grade class at Mayport Elementary School. Credit Cyd Hoskinson / WJCT
Kindergarten Reading Time

U.S.

Japan
High School Classrooms (China, Japan, Korea)
U.S. High School Classrooms
High School Classrooms

Japan, Korea

U.S.
## Elements of the School Environment

<table>
<thead>
<tr>
<th></th>
<th>U.S.A.</th>
<th>China/Japan/Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Size</strong></td>
<td>About 20 students/class</td>
<td>About 30-40 students/class</td>
</tr>
<tr>
<td><strong>Physical Space</strong></td>
<td>Flexible (Rows, Circles, stations, etc.)</td>
<td>Rows (Not allowed to move around)</td>
</tr>
<tr>
<td>(Desk Settings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Stimulation</strong></td>
<td>A lot of stimulation (posters, students’ work, etc.)</td>
<td>Not much stimulation</td>
</tr>
<tr>
<td><strong>Learning Styles</strong></td>
<td>Active (Discussions, partner work, real-time thinking, question teachers, etc.)</td>
<td>Passive (Taking notes, listening lectures, coping master piece, do not challenge teachers, etc.)</td>
</tr>
<tr>
<td><strong>Teaching Styles</strong></td>
<td>Student centered (equity, differentiated instructions)</td>
<td>Teacher centered (equality, curriculum and textbook based)</td>
</tr>
<tr>
<td><strong>Thinking Styles</strong></td>
<td>Real-time, critical thinking</td>
<td>Review at home, memorization</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Student’s responsibility. Independency is encouraged.</td>
<td>Both student and parent’s responsibility Family support is encouraged.</td>
</tr>
<tr>
<td><strong>Clothing</strong></td>
<td>Flexible (as long as they are not offensive)</td>
<td>Uniforms/Rules (No accessories, nail polish, makeup, etc.)</td>
</tr>
</tbody>
</table>
Class Schedule

Japanese Elementary and Middle School Schedules

<table>
<thead>
<tr>
<th>Block</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1時限（校時）</td>
<td>国語</td>
<td>英語</td>
<td>英語</td>
<td>理科</td>
<td>体育</td>
</tr>
<tr>
<td>8:40 - 9:30</td>
<td>JLA</td>
<td>English</td>
<td>English</td>
<td>Science</td>
<td>PE</td>
</tr>
<tr>
<td>2時限（校時）</td>
<td>数学</td>
<td>国語</td>
<td>音楽</td>
<td>英語</td>
<td>保健体育</td>
</tr>
<tr>
<td>9:40 - 10:30</td>
<td>Math</td>
<td>JLA</td>
<td>Music</td>
<td>English</td>
<td>Health/PE</td>
</tr>
<tr>
<td>3時限（校時）</td>
<td>音楽</td>
<td>数学</td>
<td>数学</td>
<td>英語</td>
<td>社会</td>
</tr>
<tr>
<td>10:40 - 11:30</td>
<td>Music</td>
<td>Math</td>
<td>Math</td>
<td>English</td>
<td>Social St</td>
</tr>
<tr>
<td>4時限（校時）</td>
<td>理科</td>
<td>英語</td>
<td>社会</td>
<td>国語</td>
<td>国語</td>
</tr>
<tr>
<td>11:40 - 12:30</td>
<td>Science</td>
<td>English</td>
<td>Social St</td>
<td>JLA</td>
<td>JLA</td>
</tr>
<tr>
<td>昼休み</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 - 13:20</td>
<td>Lunch Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5時限（校時）</td>
<td>理科</td>
<td>技術家庭</td>
<td>美術</td>
<td>社会</td>
<td>英語</td>
</tr>
<tr>
<td>13:40 - 14:30</td>
<td>Science</td>
<td>Home E/Tech.</td>
<td>Art</td>
<td>Social St</td>
<td>English</td>
</tr>
<tr>
<td>6時限（校時）</td>
<td>社会</td>
<td>技術家庭</td>
<td>国語</td>
<td>保健体育</td>
<td>数学</td>
</tr>
<tr>
<td>14:40 - 15:30</td>
<td>Social St</td>
<td>Home E/Tech.</td>
<td>JLA</td>
<td>PE/Health</td>
<td>Math</td>
</tr>
</tbody>
</table>

Providing a daily schedule and routine to students and families will reduce their anxiety. It will also encourage them to be more engaged in each lesson.
## Class Schedule

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Recess</strong></td>
<td>K-5: 1 – 2 times a day</td>
<td>A several times a day between every block</td>
</tr>
<tr>
<td></td>
<td>6-12: No recess (transition time)</td>
<td></td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
<td>Anytime (ask teacher’s permission during the class)</td>
<td>Only during recess (not allowed to use bathroom during the lesson.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rotations</strong></td>
<td>Students rotate. Teachers remain.</td>
<td>Teachers rotate. Students remain.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Flexibility required: Adjustment to class environments and teaching style</td>
<td>Structure required: Uniform learning, teaching, and environment</td>
</tr>
</tbody>
</table>

### The differences impact the students on:

- Not being able to go to bathroom
- Cannot realize the transition between the lessons (Cannot recognize when the lesson begins and ends)
- Being exhausted from not having a break between lessons
- Getting lost or confused academically (not textbook) and physically (not be able to find where to go next)
Education is...

- Hierarchical based on performance
- Individual Performance...
  - is public knowledge
  - impacts family reputation and status
- To honor self and family name
- The one clear pathway to success.
- School is a formal, respected place
- Getting into good schools will decide the student’s future career.
- To be taken seriously.
- “Make or break”

Education = Golden Ticket
HOME COUNTRY EXPECTATIONS FOR STUDENTS, TEACHERS, AND FAMILIES
Class Time (Japan)

http://www.hotoku.ac.jp/info/2010/04/
Class Time (U.S.)

Class Time

U.S.
- Use technology in learning
- Think, pair, share
- Interactive

China, Japan, Korea
- Take notes by hand
- Work individually
Cleaning Time!  (Video from Japan)

https://www.youtube.com/watch?v=jv4oNvxCY5k&t=1s
Asian Family Expectations for Students

- Study from standardized textbook.
- Listen to the lectures and follow directions.
- Be humble. Teachers are the experts and always right.
- Keep the classroom equilibrium, focus on learning.
- Devote long hours of study at school + cram school.
- Accept results from academic placement and the exam system.
- Be accountable for one’s own learning.

How might you have interpreted these behaviors in your classroom?

- passive
- shy
- reluctant to ask for help
- reluctant to ask questions
Asian Family Expectations for Teachers

Teachers...
- are formal, expert, authority figures
- are the center of the classroom
- are expected to give top-down, standardized instruction to teach to each test
- are responsible for the academic performance of their students

How might you have interpreted your student’s family expectations of the teacher?

The family is passive and does not ask any questions.
The family is not engaged in school.
Tiger Mom! (by pressuring teachers and students.)
Teachers in Japan and U.S.

http://regex.info/blog/2008-07-03/356
Asian Family Expectations for Parents

China, Korea & Japan:
- Look to teacher’s expertise in education.
- Honor teacher’s feedback of students.
- Very involved in student’s academic choices within the parameters of home.
- Heavily influence decision-making process in children’s lives.

U.S.:
- Parents are equal partners with teachers in children’s education. They are expected to participate in school decision-making and voice their opinions.
Chinese parents sleep in “tents of love” outside their college kids’ dorms to make the goodbyes easier

For China’s one-child families, saying goodbye when college starts is especially tough.
BRINGING IT ALL TOGETHER
Group Share

• What stood out to you?
• What do you see as your greatest challenge with Asian students and/or families?
• What is one concrete way you would like to address this challenge from what you learned today?
Tools for **Success**!

- **Listen** to the students and families
- **Consider** the identity(ies) at play
- **Understand** your perception vs reality
- **Be aware** of your emotional reactions/triggers
- **Work together** with compassion
- **Build the relationship** through consistent communication, consider implications
Tools that You Can Implement

• Host ELL Monthly Coffee and/or Newcomer Orientation
• Request an Interpreter for Parent Conferences and important events
• Translate important documents and websites
• Create a class schedule and distribute (hard copy and/or website)
• Provide learning opportunities for families (e.g. workshops to inform American education systems and expectations)
• Attend and/or provide professional development on cultural awareness and competency.
• Provide more opportunities for ELL families to meet each other so that they can expand their support network.
• Work with PTA (e.g. Newcomer Welcoming Committee, parent translators, etc.)
• Familiarize with local Asian organizations
• Use REMIND app to notify families upcoming events.
Exit Ticket

● What is one takeaway or an action step you’d like to take regarding your Asian students and families?

● What are you still wondering about?

ありがとうございます  谢谢

고맙습니다  Thank you!
Special Thanks

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