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ABSTRACT

The Home and School Learning Contexts Study was conducted in Kosrae State (Federated States of Micronesia) by the Pacific Region Educational Laboratory to obtain data on learning styles at home and in the primary grades, to develop recommendations for integrating home and school learning styles, to implement the recommendations in the primary classroom, and to collaborate with local educators in carrying out this applied research and implementation. The research consisted of an ethnographic study of home and school contexts and an implementation study in a first-grade classroom, both conducted over a 3-year period. Twelve preschool and 14 grade one observations were conducted, and 16 home observations were conducted for 4 boys and 4 girls. Six parent interviews and two teacher interviews completed the data. Home learning occurred in a variety of group structures, tended to be child initiated, and focused on functional activities. School learning occurred in less flexible structures, was usually teacher-directed, and required language as the primary medium of response. The implementation study found that changes to classroom structure could bring some of the features of home learning into the classroom. Recommendations include: (1) further research should be conducted to better define the elements of home and community as well as school learning processes; (2) classroom programs for young children should be adapted through changes to classroom structures, instructional strategies and materials development, to more closely align home and school learning; and (3) mechanisms for communicating student progress to parents and other teachers should be developed to increase parent involvement and the concept of shared responsibility for effective learning in the child's community. Fifteen appendixes provide supplemental information, including instruments used in the study. (Contains 3 tables, 16 figures, and 19 references.) (SLD)

CULTURE AND LEARNING AT HOME AND SCHOOL: A STUDY IN KOSRAE STATE

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Table of Contents

Tables

Figures

Acknowledgments

This study could not have been completed without the support of the Kosrae Department of Education, Kosrae's R&D Cadre members and their local R&D Support Group. This research required many hours of work on site, in homes and communities, as well as in the schools. The PREL R&D Cadre Team Leader, Alice Kawakami, Ph.D., is grateful for the commitment and professionalism demonstrated by Mr. Kalwin Kephas, Mr. Winton Clarence, Mr. Tulensru Waguk, and Mrs. Srue Taulung in conducting the study, collecting data in homes and schools, identifying classroom adaptations, and implementing those recommendations. Other PREL staff who worked on this report include Maia Chang Rosen, and Ormond Hammond, Ph.D. This research also could not have been carried out without the continuing support of school principals, teachers, families, and students at Tafunsak and Utwe elementary schools, and Kosrae's chief state school officers and Central Office staff who held firm to the commitment to improving educational conditions for young children in their state.

Preface

This is one in a series of reports highlighting the process of development of the Pacific Region Educational Laboratory's (PREL) Research and Development (R&D) Cadre. As such, this is not a final report but, rather, a significant milestone in an ongoing process. The R&D Cadre is made up of educators who have come together to learn and grow as practitioner researchers. During the past five years of the regional educational laboratory contract, these educators have become an integrated data collection and analysis group for the region and for each entity. It is anticipated that this process will be extended as the R&D Cadre becomes a more sophisticated force for research in the future.

Although this report builds upon earlier pilot studies, it still should be considered a preliminary investigation of learning styles in home and school. Perhaps more important than the observations reported here, this work shows the potential of the teacher-as-researcher approach. By taking part in systematic inquiry and in the design of a classroom intervention, R&D Cadre participants have taken a huge step toward being generators of information rather than passive recipients.

It is hoped that this report will provide a base for other cadre members to conduct similar applied research and interventions in their home communities. PREL stands ready to work with prospective cadre members to structure and implement future research into the learning styles in home and school.

Executive Summary

Purpose

The Home and School Learning Contexts Study was conducted by the Pacific Region Educational Laboratory (PREL) to: 1) obtain data on learning styles at home and in the primary grades in schools, 2) develop preliminary recommendations for integrating home and community learning styles in the primary grades in school, 3) implement those recommendations in a primary school classroom, and 4) collaborate with local educators in carrying out this applied research and implementation.

Methods

The research was conducted in two parts, an ethnographic study of home and school contexts and an implementation study monitoring the effects of program changes within a first grade classroom. The present study is a follow-up to a pilot study conducted under the auspices of PREL's predecessor, the Center for the Advancement of Pacific Education (CAPE). In the previous study, local research teams conducted observations and interviews in Yap, Commonwealth of the Northern Mariana Islands, and Kosrae, with training and technical assistance from a CAPE project coordinator. The pilot study identified differences in home and school learning contexts and demonstrated that local educators could successfully carry out ethnographic research, working as a regional task force. The current work was conducted in Kosrae during a three-year period beginning in 1992 and continuing through the 1994-1995 school year. Data included observations in homes and schools, interviews with parents and teachers, and field notes.

Results

In the first phase of this study, researchers found significant differences between home and school learning contexts. Differences occurred in:

- Learning activity leaders.
- Group structure.
- Activity content.
- Response modes.

Home learning occurred in a variety of group structures, tended to be child initiated, and focused on functional activities. School learning occurred in less flexible group structures, was usually teacher directed and required language as the primary medium of response. These findings replicate the results of the pilot study.

In the second phase, the classroom implementation study, it was found that changes to classroom structure can be made to bring some of the features of home learning into the classroom. Therefore, the implementation classroom became more closely aligned to home learning contexts. The implementation phase also led to an increase in teacher networking and parent involvement.

Recommendations

It is recommended that:

1. Further research be conducted to better define the elements of home and community as well as school learning processes.
2. Classroom programs for young children be adapted through changes to classroom structures, instructional strategies and materials development, to more closely align home and school learning.
3. Mechanisms for communicating student progress to parents and other teachers be developed to increase parent involvement and the concept of shared responsibility for effective learning in the child's community.

I. Introduction

Since its inception, the Pacific Region Educational Laboratory (PREL), through its Board of Directors, has recognized the need to encourage greater involvement of the home and community with educational systems as a priority issue for the Pacific region. There has been little research conducted on this topic in the region. According to Conklin, "Only a few studies have been undertaken which focus specifically on education in the islands and they have been largely historical, rather than observational." (1984, p.40). This project was initiated as a PREL Research and Development (R&D) Cadre project during 1992 as subsequent research to a pilot study conducted by PREL's predecessor, the Center for Advancement of Pacific Education (CAPE). The purpose of the CAPE study was to conduct preliminary observations of learning styles at home and in the primary school grades in school. This study extends the results of the pilot study by identifying patterns of learning in the home and community and, using the knowledge of those patterns, to modify primary grade classrooms. It is in the early home learning environments that patterns are established for learning based on local customs, cultures, and values. How similar are these to the styles of learning that are expected in the classroom? And can the classroom context be effectively altered to make use of the patterns of learning in the home and community?

To understand the context of home and school learning, several general key areas were identified for exploration:

- How do young children learn at home and in school?
- In what ways can primary school instruction be improved and made more appropriate for Pacific children, making use of information about family and community learning patterns?
- What effects would such an intervention have upon students, teachers and parents?

This study was conducted in Kosrae State, Federated States of Micronesia (FSM). In phase 1 of the study, Kosraean educators conducted the research as participant observers, identifying characteristics of home and school learning contexts for young children. Data included observation of young children, aged 4 to 8, in their homes and communities and in preschool and first grade classes, as well as interviews with teachers, parents, and students.

At the conclusion of phase 1, the local R&D Cadre researchers and PREL staff developed recommendations for restructuring instruction in a first grade science classroom. Data for the second phase of the research, the study of the effects of implementing recommendations, included observations in the classroom, interviews with parents, and field notes from meetings with teachers in the school and other education professionals.

This report describes the methods developed to study home and community learning, as well as school learning of young children and primary grade students. It also describes how these results were used to design an intervention to integrate home learning styles into the classroom. Observations were again made in the classroom to determine the effects of the intervention. The results of both sets of observations are discussed in terms of their implications for future applied research.

The outcomes expected from this work were:

- Information on home/community learning and school learning in Kosrae.
- Recommendations for integrating home/community learning patterns in the primary grades in schools.

II. Background and Literature Review

Along with cultural and political change in the Pacific has come the desire to make the educational system stronger and more responsive to the needs of each island's home culture. What is the home culture of Kosrae? This section presents key features of Micronesian culture, Kosraean culture, and literature on how these features relate to education. (Main references for the following sections are Ashby, 1985; Ballendorf, N.D.; Conklin, 1984; and Segal, 1989.)

Micronesian islands are of two types: high, rainy volcanic islands and low, dry atolls. Historically, on the high islands, like Kosrae, a land-based subsistence economy flourished. Food tended to be readily available, and weather and the elements were favorable to this type of economy. The easy lifestyle supported relatively large populations and stable, complex societies. Some societies were highly stratified with caste hierarchies as well as chiefdoms and royal families. Micronesian clans can often trace their lineage back to the original settlers of the island. Clans are usually descended matrilineally from a common ancestor and recognize a hierarchy from lowest to highest status. Within clans, the extended family is the basic social element. It is not uncommon for grandparents, cousins, children and adopted clan members to live under the same roof. Therefore, Micronesian cultures have developed values, belief systems, and behaviors that may differ from, and in some cases clash with, those of America and the industrial world. American values concerning individual liberties and democracy, for example, are quite different from the deeply held Micronesian sense of self, clan and community-based standards for individual and group behavior.

Prior to the advent of a money-based economy, subsistence living dominated Micronesian societies for centuries. Consequently, skills associated with the basic necessities have always been important. Boat or canoe-building, fishing, basic construction, and agricultural skills were, and still are, practiced widely throughout Micronesia. These basic skills were always taught within extended families and clans. The traditional instructional method was similar to apprenticeship. Since accumulation of material wealth was not a value of island societies, competition for wealth was minimal. Feasts, on the other hand, provided the means to demonstrate respect for the leaders and achieve status. Feasts and food giving are still important rituals today, especially for occasions such as weddings, funerals, and birthdays for one-year-old children. Although traditional communal responsibilities have declined in today's money-based economy, in general, Micronesian cultures still favor behavior that avoids or reduces direct confrontation and encourages close communal living.

Kosrae is considered by many as the most progress-oriented of the FSM islands, although it is still less developed. The lifestyle is unhurried, despite a recent increase in migration to urban centers. Generosity and sharing characterize the Kosraean extended family, which is still maintained as a primary social unit. Kosraeans are known among Micronesians for their love of children. Even in ancient times, children were not spanked or sternly scolded. Infants were carried most of the time by parents, siblings, and other "babysitters." Caretakers were solicitous towards children and tried not to let them cry. Direct childcare today may be conducted by older siblings. Group, not individual, responsibility is the cornerstone of Micronesian community life.

In 1852, the first missionaries arrived from Hawai'i. The Kosraean population had already been decimated by contagious diseases introduced by foreign sailors. Around 1880, the population hit an all-time low of about 300. One effect of depopulation was that those remaining were easily converted to Christianity. The church continues to play a major role in Kosraean life today. About 90 percent of all Kosraeans are Congregationalists. Kosraean

custom requires quiet and rest on Sunday. Stores are closed on Sundays, and even fishing and recreational activities are discouraged. The church also influenced the change from Kosrae's traditional matrilineal society into a Western-style patrilineal system.

Since pre-European contact, traditional societies, through various periods of colonization, each with a new set of principles to learn, to independent nationhood, to today's world-wide electronic communications network, rapid, unpredictable cultural change has characterized the recent history of Micronesia, including Kosrae. These changes have been accompanied by changes in educational systems and goals. The United States has played a pivotal role in establishing the current educational systems. In fact, according to one report, "...the educational program was the linchpin of the Americanization effort." (Conklin, 1984, p. 9). The same report notes, however, that education in Micronesia has become much more locally autonomous. Further, because education is seen as the key to future prosperity of the newly formed states, it is one of the largest economic forces in the region. Along with cultural and political change has come the desire to make the educational system stronger and more responsive to the needs of each island's home culture.

English is the official language of the government and schools in Kosrae. It is widely spoken, though Kosraean, the native language, is commonly used in everyday conversation. Pacific children begin learning in their homes with family members as their first teachers. They explore their villages and beaches, and decide what they want to do. They learn while pitching stones at mangoes, catching geckos, and running through the rainforest with friends. In schools, these children must sit at desks, listen quietly, and respond in unison through recitation. Their school experiences in many ways are unlike any of the routines in their previous learning outside of school. This gap exemplifies the discontinuities young children experience as they make the transition from home to the first years of formal schooling.

As previously mentioned, there has not been much research on home and school learning styles in the Pacific outside Hawai'i. In a review article, Silvern (1988) cited research which supports the idea that characteristics of the family environment play an important role in the child's learning process at home and at school. When these characteristics occur in the home and school, learning continues effectively. In the home, however, the tendency is that emotional development and cognitive learning occur simultaneously. In school, cognitive development is the focus. Discontinuity begins when a child transfers from home to school, where the characteristics of the family environment decrease. This report promotes the idea that it is important to know the characteristics of both environments to maintain continuity from home to school.

Philips (1972) conducted an investigation of differences in behavior and participation patterns of Warm Spring Indian children in a reservation school and white children in public school. She found that Indian children failed to participate verbally because of the mismatch between social conditions in the community and at school. Philips concluded that schools should recognize these critical differences and restructure classrooms in ways that assist the children in successful participation in the school setting. She cautioned against over-generalization to other communities.

Several studies have examined communities and schools of ethnic minority students (Kawakami, 1991). These studies highlighted discontinuities between characteristics of the home and school settings in terms of communicative competence, group learning structures, and domains of emphasis (emotional/affective versus academic/cognitive).

In 1971, the Kamehameha Early Education Program (KEEP) in Hawai'i began a series of studies on modern Hawaiian culture in home and school settings. The goal of the studies was to contribute to the development of a school program that works for Hawaiian children. KEEP's studies (Au, 1981; Jordan, D'Amato, &

Joesting, 1981) revealed the same general patterns reported in an earlier work done in 1965 by the Hawaiian community research project. These patterns included interdependency within a group rather than independence outside the group, shared functions within a group, sibling caretaking, and peer orientation as some of the characteristics of Hawaiian culture at home. These characteristics were not typical of classroom settings. These studies provided the basis for the development of classroom settings that are better suited to the child's cultural interaction patterns.

Many of the behavioral patterns observed by KEEP researchers have parallels elsewhere in the Pacific, including Micronesia. The American classroom emphasizes individual questioning of one pupil from among a group. Students are asked to demonstrate their knowledge or mastery of a subject. This approach, and classroom competition, are not valued in the Micronesian setting. The traditional Micronesian learning pattern is one of quiet observation, followed by private imitation. Successful public demonstration may occur, but only for some tasks. Competitive classroom behavior can be expected to cause great stress for Micronesian children. "The Micronesian concept of knowledge suggests that knowledge is a private, not a public attribute.... Students may not be eager to demonstrate all that they know before others." (Conklin, 1984, p. 39).

Groups working together, rather than responding as individuals, have been successfully used in a number of schools. "Teaching which combines in-class and in-community work might be useful in drawing parallels between abstract knowledge and its potential applications." (Conklin, 1984, p. 39). Indirect questioning, and the "talk story" method of interacting, has also been effectively used. "Just as there are economic practices and economic training that build upon native culture, so there are classroom practices that can be drawn from traditional, informal learning structures to enhance the educational success of Micronesian children and adults." (Conklin, 1984, p. 38).

III. Methods

This study was conducted in collaboration with Kosrae's R&D Cadre member and the Cadre's local support group. PREL's R&D Cadre is composed of representatives from each of the 10 Pacific entities served by PREL and four individuals associated with institutions of higher education, private schools, and the FSM's national government. Kosrae's Department of Education participated in this study, continuing the local work conducted during the pilot study. Their intent was to support efforts within their department to increase the emphasis on early childhood education in Kosrae state.

Sites

This study was conducted in two different villages on the island of Kosrae. Each village included an elementary school, with approximately 400 students in classes preschool to grade eight. In Kosrae, preschool classes provide services to a limited number of students with special needs. A very small number of students from each village, perhaps four to six children, are able to attend preschool classes at a Head Start center. First grade provides the first formal school experience for most young Kosraean students. The initial phase of the study focused on a preschool and a first-grade classroom in Tafunsak village. Observations of students were also conducted in their homes in the village where the school is located. Teachers were from the same community. The second phase of the study focused on a single first-grade classroom in Utwe village, which was the site of the implementation program.

Design

Phase 1 - Study of Home and School Learning Contexts

The purpose of Phase 1 of the study of home and school learning contexts was to validate findings from the pilot study. Characteristics in the learning contexts in this study included individuals who served as organizers of the children's activities, group structures and processes, and types of activities. To confirm the mismatch between home and school learning contexts, which had been identified in the pilot study, observations were made in homes, preschool, and first-grade classes. The parents and teachers of a number of the students were interviewed. The observation data were coded to identify teachers, group structures, interaction process, and content. Interviews were summarized with a focus on perceived differences between home and school learning. Differences between home and school contexts were identified.

Once differences in the home and school contexts were identified, recommendations were developed by the R&D Cadre researcher and PREL staff for classroom adaptations. Recommendations concerning classroom control of learning activities, group size and literacy, and language development formed the guidelines for phase 2 of the study.

Phase 2 - Study of Implementation of Classroom Adaptations

A first-grade science classroom in an Utwe elementary school was the site for the implementation phase of the study. The implementation classroom was not part of Phase 1 of this study; therefore, pre- and post-comparisons are not possible. Similarities between the two sites, however, permit indirect comparisons. According to a practitioner-researcher involved in data collection, "Activities that are displayed by children from both schools are the same. In terms of teachers and their teaching styles, they are very much similar. The only difference is that Tafunsak School has more students than Utwe school." (Kephas, 1995)

First-grade classes in Utwe are departmentalized and the teacher in the implementation classroom taught first-grade science to two classes. Classroom observation data were collected during the school year. Parent interviews and field notes were also used in the analyses for this phase of the study. The particular adaptations to this classroom focused on changes to the school context in terms of instructional strategies, classroom organization including group structures and processes, student assessment, parent communication, and instructional materials.

Data Collection

The school observations conducted in Phase 1 of the study included 12 preschool and 14 grade 1 observations for a total of 961 minutes. Sixteen home observations were conducted on 8 subjects, 4 boys and 4 girls, for a total of 2,408 minutes. In addition, 6 parent interviews and 2 teacher interviews were completed. Tables 1 and 2 summarize the observation data.

Table 1. Phase 1 School Observations

	Preschool		Grade 1		Total	
	Number of Observations	Length in Minutes	Number of Observations	Length in Minutes	Number of Observations	Length in Minutes
Language Arts	6	264	6	240	12	504
Social Studies	3	102	4	125	7	227
Math	3	110	4	120	7	230
Total	**12**	**476**	**14**	**485**	**26**	**961**

Table 2. Phase 1 Home Observations

Subjects	Number of Observations	Length in Minutes
Five-Year Old Non-Students		
1. Female	2	188
2. Female	2	240
3. Male	2	240
Five-Year Old Preschoolers		
4. Female	2	240
5. Female	2	240
First Graders		
6. Male	2	420
7. Male	2	420
8. Male	2	420
Total Home Observations	16	2,408

Data collection for phase 2, the study of classroom adaptations, included 9 classroom observations for a total of 299 minutes, 9 parent interviews, and field notes from site visits by PREL staff. The observation data are summarized in Table 3.

Table 3. Phase 2 School Observations

Grade 1	
Observation Dates	**Minutes**
9/21/94	35
11/10/94	15
11/10/94	25
11/11/94	35
12/8/94	41
12/8/94	40
12/8/94	37
2/2/95	35
5/1/95	36
Total	**299**

Analyses

Qualitative analyses were conducted on all of the observed data. Categories and definitions for the coding of observation data were based on analyses from the pilot study conducted under CAPE in 1990 (see appendix). Interview responses were categorized according to common answers about home and school learning. Field notes were analyzed to identify significant events indicating an impact of the study on other school staff and the curriculum at the school where the classroom adaptation study was located, as well as other early childhood program sites.

Research Questions

In both studies, the research questions focused on learning group structures, learning processes, and content of teaching and learning interactions. Specific research questions were:

1. Who functions as teachers or organizers of learning events for young children in the home and in the school?

2. What group structures provide the context for learning in the home and in the school?

3. What is the activity content of learning interactions in homes and in schools?

4. What are the response modes of young children as they learn basic skills and knowledge in the home and in the school?

IV. Results

Phase 1: The Study of Home and School Learning Contexts

Results of the phase 1 study are reported as answers to the research questions for both the home and school settings.

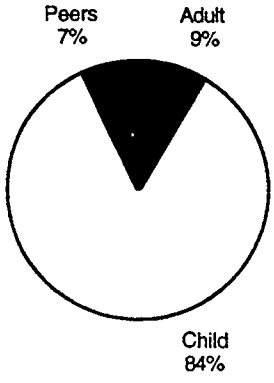
Home Observations

Observations in the homes and communities usually involved following the child for two hours. The chances of capturing formal learning for young children in a home setting was minimal; however, researchers found that the observations described routine activities that young children are accustomed to before they enter school. These routine activities provided the context of informal learning in the homes and communities of the children observed. As might be expected, the categories for analyzing the activities in the home were not the same as the categories for school activities.

1. Who functions as teachers or organizers of learning events for young children in the home?

This question was initially designed for the classroom setting where a teacher was present. After preliminary review of the data, it became apparent that, in the home setting, while observations were made, "no formal" teacher was present, but events were organized by someone assuming the "teacher role." Analyses of home observations showed the child as the primary organizer of activities. Peers and adults influenced the child's activities to a lesser extent. Figure 1 shows the relative amounts of time the child, peers, and adults served as the activity leader in the home setting.

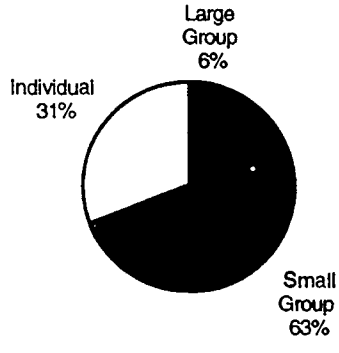
Figure 1.
Home Organizer of Learning Events



2. What group structures provide the context for learning in the home?

Children spent a majority of their time during home observations in small groups of two to three. Figure 2 illustrates the percentages of time observed in each of the three group structures—the child alone, in a group of two or three, and a large group of more than three.

Figure 2.
Home Group Structures

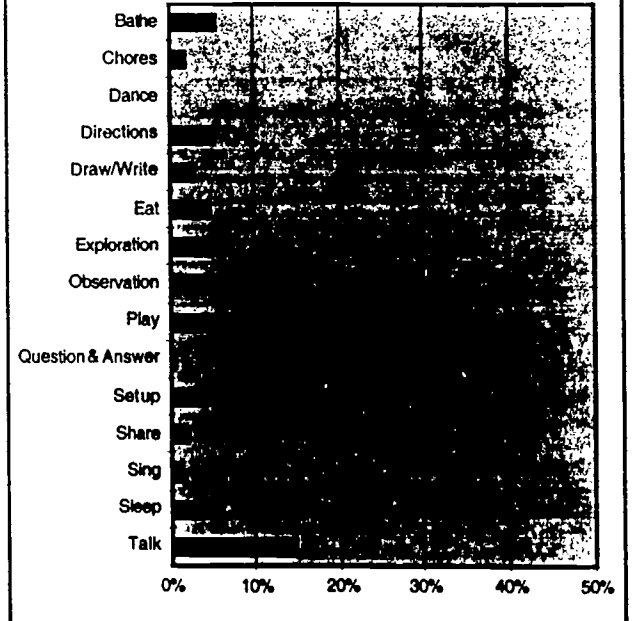


3. What is the activity content of learning interactions in the home?

Children were very active in their home setting. Their activities took a variety of forms, including tetherball, hide and seek, throwing sticks, catching bugs, swimming, and rolling oil drums. More quiet activities included picking and arranging flowers for a mwarmwar (headband), drawing, and looking at catalogues. Children also spent a lot of time bathing, dressing, and eating. All of these activities were part of the ongoing household routine. One activity flowed into another. Occasionally, a child shifted from one activity to another and then back to the first activity again, playing with a stick outside, eating a mango, and then playing with the same stick again. These activities were authentic, meaningful, and relevant to the child's time, place, and situation. Other people in the family interacted with them in passing, but did not structure activities specifically for them.

Figure 3 shows the percentage of time children engaged in each of a variety of activities during the observation periods. A majority of children's time was spent in play and talking with others.

Figure 3.
Home Activities



17

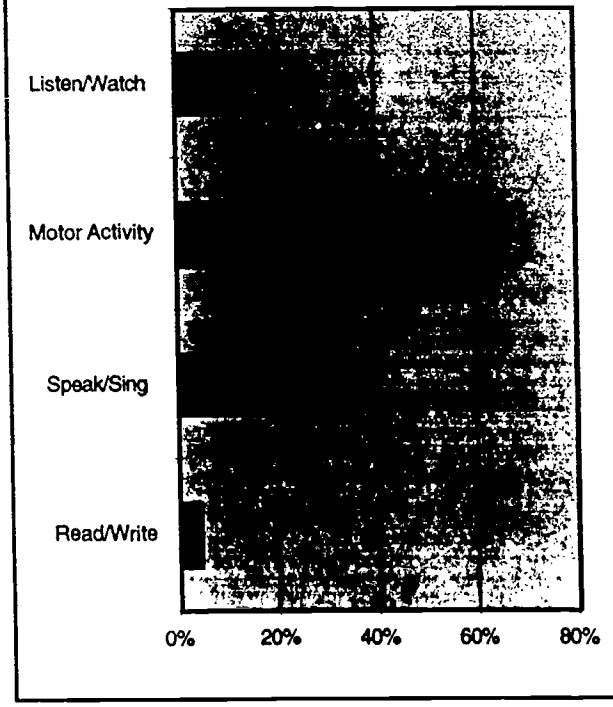
4. What are the response modes of young children as they learn basic skills and knowledge in the home and in the school?

This question was addressed by analyzing the observational data in terms of four response modes:

- Listening/ watching.
- Motor activity.
- Speaking/singing.
- Reading/writing.

An analysis of the modes of response used by children in home activities showed that they were actively engaged in motor activities 64 percent of the time. For example, children were observed climbing trees, running, catching grasshoppers, rolling objects, hitting things with sticks, and picking flowers. Speaking and singing occupied 17 percent of the observed time and 15 percent was spent listening or watching. Reading and writing activities occupied only 4 percent of the observation period. These results are shown in Figure 4.

Figure 4.
Home Response Modes



School Observations

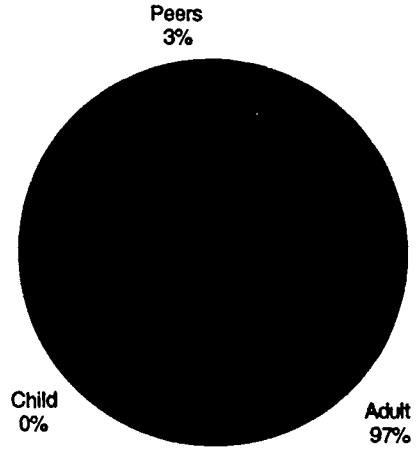
School observations were scheduled during normal class periods. Language arts, math, and social studies lessons were observed in preschool and first-grade classes. Categories for analyzing school observations were consistent across all classes. The categories were based on the research questions regarding teachers, group structure and processes, and the content of learning activities (see appendix).

Preschool Observations

1. Who functions as teachers or organizers of learning events for young children in school?

Classroom observations analyses pointed out that activities were led by the teacher in 97 percent of the observation period. Individual children did not initiate activities, and groups of students organized activities in just 3 percent of the time (see Figure 5).

Figure 5.
Preschool Organizer of Learning Events

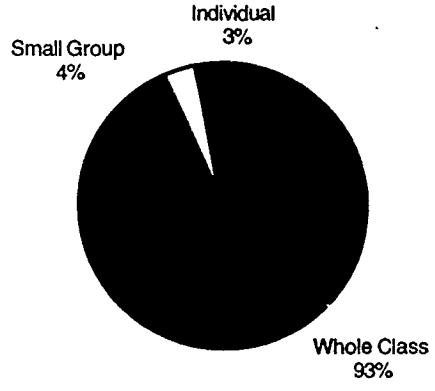


2. What group structures provide the context for learning in school?

Ninety-three percent of the preschool children's class time was spent in whole class activities. The teacher initiated activities by asking children questions concerning words or numbers written on the chalkboard. One or two students would answer then the class would respond to more

questions in similar fashion. Responding in unison, copying information from the board, and filling out worksheets as a class activity were also common. Small group activities occurred 4 percent of the time and only 3 percent of the time was spent in individual activities. Results of these analyses are shown in Figure 6.

Figure 6.
Preschool Group Structures

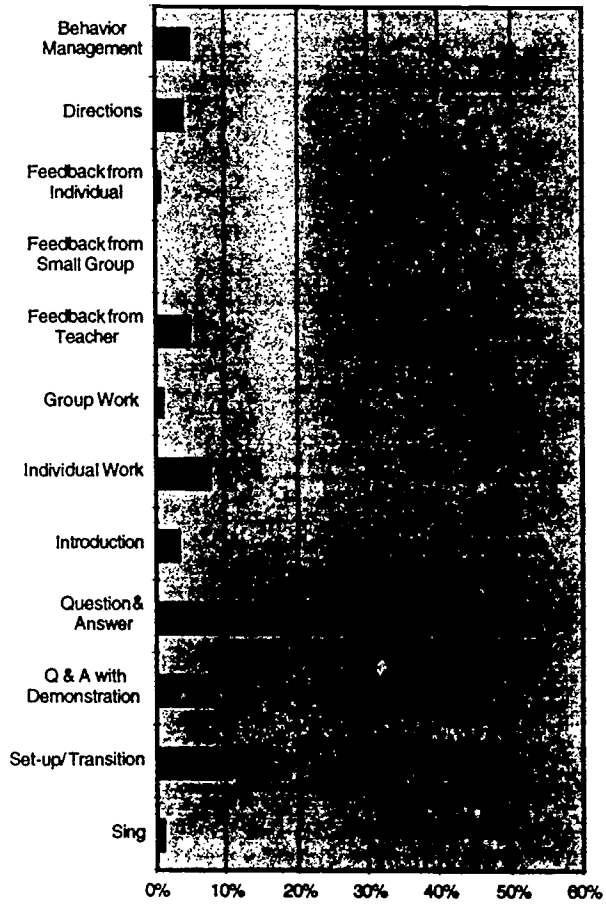


3. What is the activity content of learning interactions in school?

In contrast to the playful nature of the activities in the home, the content of preschool activities was academic. Preschool lessons focused on letter sounds, initial sounds, parts of the children's bodies, household activities including preparation of the "uhm" or cooking pit, work appropriate to men and women, community helpers such as nurse and policeman, counting, and numbers. Detailed descriptions of the interview findings are presented in the appendix.

The activities in school differ from the activities in the home, although there is some overlap with activities such as singing, question and answer, and directions. The types of activities preschool students engaged in during observation periods are shown in Figure 7. An instructional cycle of teacher questions and student answers was observed 54 percent of the observation time. Students were involved in work assignments in individual and group structures 9 percent of the time, and set-up and transition took up 10 percent of the observation time.

Figure 7.
Preschool Activities

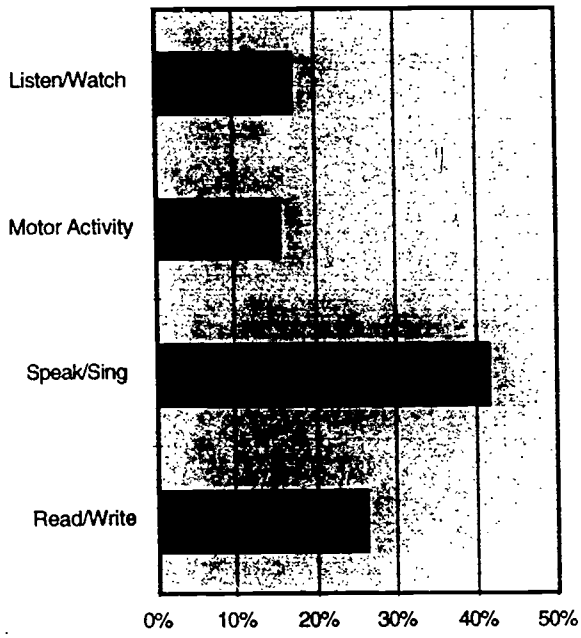


4. What are the response modes of young children as they learn basic skills and knowledge in the home and in the school?

As in the analysis of the home data, this question was addressed by analyzing the modality of children's responses.

Preschool students responded in class by speaking or singing more than 40 percent of the time and by reading and writing 26 percent of the observation time. As Figure 8 indicates, motor activity was the least frequent response mode.

Figure 8.
Preschool - Response Modes

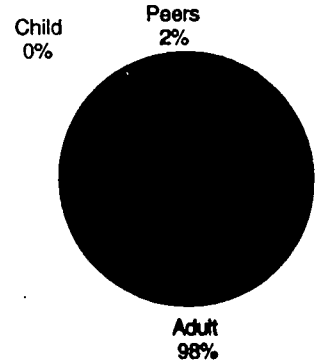


Grade 1 Observations

1. Who functions as teachers or organizers of learning events for young children in school?

Analyses of classroom observations showed that the teacher led activities during 98 percent of the observation period. Individual children did not initiate any activities and groups of students organized activities just 2 percent of the time. These percentages are very similar to those obtained in preschool. Percentages resulting from these analyses are shown in Figure 9.

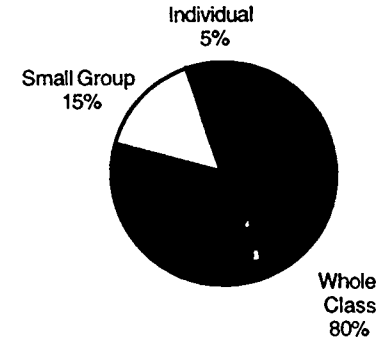
Figure 9:
Grade 1 Organizer of Learning Events



2. What group structures provide the context for learning in school?

Approximately 80 percent of the observed first-grade class time was spent in whole class activities. As in preschool, typical lessons were initiated and run by the teacher. Question and answer sessions and group responses were common. Small group activities occurred 15 percent of the time and individual activities 5 percent of the time. These results are illustrated in Figure 10.

Figure 10:
Grade 1 Group Structures

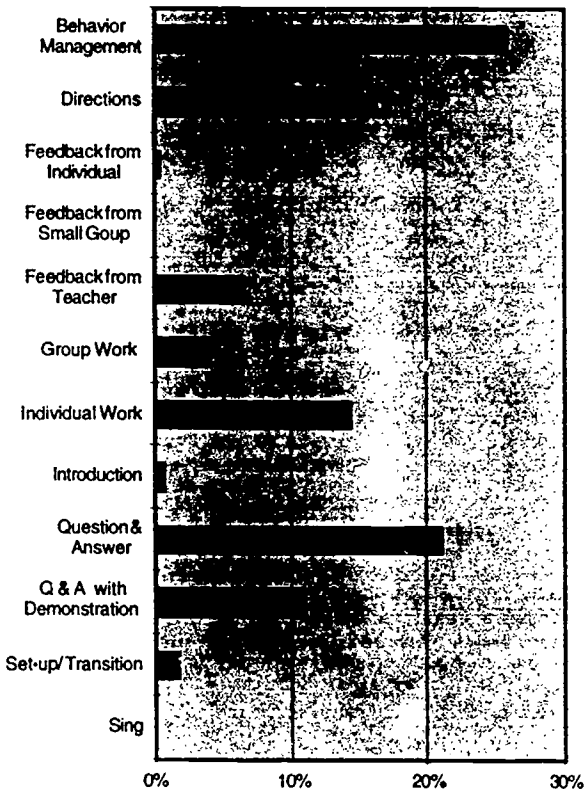


3. What is the activity content of learning interactions in school?

Even more than preschool, the content of first-grade activities was academic. First-grade Language Arts lessons focused on three word sentences, sentence writing, and filling in blanks in sentences in the vernacular. Social studies lessons included community rules as well as discussions about what children learn in school. Math classes focused on fractions, the numbers assigned to different months, and telling time.

Figure 11 shows the types of school interactions and activities first-grade students engaged in during observation periods. Teacher-led question and answers activities were observed 21 percent of the observation time. Students were involved in work assignments in individual and group structures 18 percent of the observation time. Approximately 15 percent of the time was spent on directions, and behavior management took up more than a fourth of the observation time (26 percent).

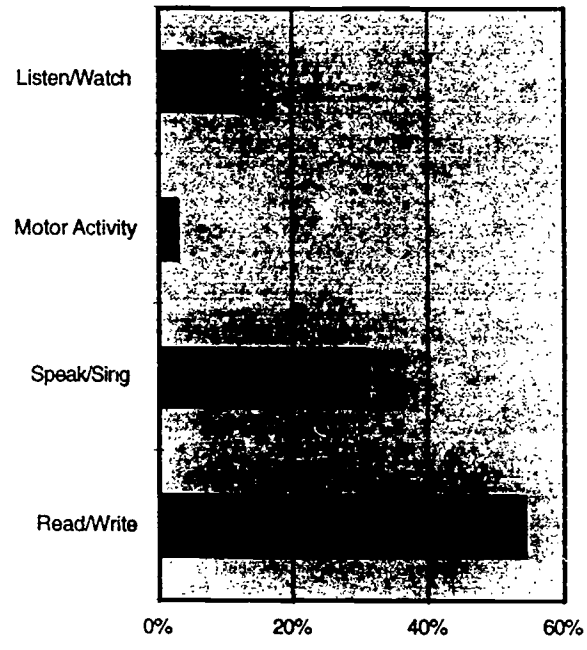
Figure 11.
Grade 1 Activities



4. What are the response modes of young children as they learn basic skills and knowledge in the home and in the school?

First-grade students response mode was reading and writing more than 50 percent of the time. Students spent a majority of the time answering questions or doing seatwork. Students had few opportunities to participate through motor response modes. Results of this analysis are shown in Figure 12.

Figure 12.
Grade 1 Response Modes



Phase 2 - The Study of Implementation of Classroom Adaptations

Upon completion of phase 1 of the study, the local R&D Support Group and the R&D Cadre member met with PREL staff to develop classroom adaptations for the second phase of the study. The review of research in culturally and developmentally appropriate early childhood education formed the basis for the Kosrae Local Support Group and PREL staff to develop recommendations for implementation during phase 2. These suggestions were developed to increase family and parent involvement with children's education and to introduce appropriate instructional strategies and curriculum into classrooms. Key areas of focus included control of learning activities, group size, literacy, and language development. Changes recommended for the classroom included:

1. Increased opportunities for students to make choices in organizing their own learning.

21

2. Increased small group learning activities and decreased whole class, large group activities.
3. Introduction of developmentally and culturally appropriate instruction through greater integration of oral language, reading, and writing skills into meaningful topics for learning.
4. Opportunities for more active, concrete, hands-on activities to support learning.

A primary goal of the classroom adaptation program was to increase teacher and parent awareness about the students' school and home experiences as they relate to young children's learning. Phase 1 results indicated that small group structures commonly observed in the home setting were not observed in school. Children initiated activities at home; teachers initiated and guided children at school. Common home activities requiring "hands-on" motor responses were not common in school. The recommendations for restructuring the classroom encouraged home and school learning contexts to share some of these features. Additional goals were to incorporate developmentally appropriate activity-based learning in the school setting and to increase parental involvement in children's learning in and out of school.

Program components included shifts in classroom activity structure, incorporating higher level thinking skills and problem solving activities, peer group teaching and learning activities, relevant and meaningful content, and culturally appropriate verbal interaction patterns. A description of the plan for the classroom program is included in the appendix. The teacher also introduced the concept of portfolio assessment as a means of communication and a program of home visits to increase parents' active participation in their children's schooling.

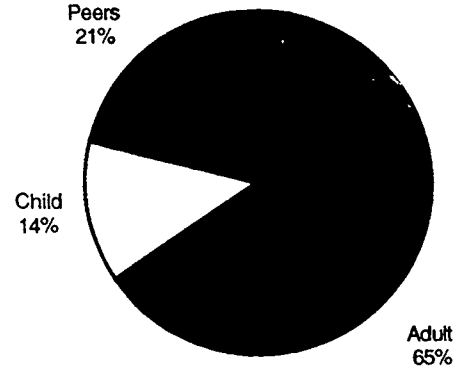
Phase 2 results are reported in the same format as the phase 1 results.

Phase 2 School Observations - Grade 1

1. Who in the school functions as teachers or organizers of learning events for young children?

The analysis of classroom observations for the phase 2 implementation classroom showed children initiated learning activities 21 percent of the observation time. Group activities were led by peers 14 percent of the time, and 65 percent of the time by adult teachers. Students were encouraged to form small groups to respond to questions posed by the teacher. Examples include developing pantomime responses, acting out the characteristics of living things, and identifying uses of local plant material. The percentages of time the child, peers, or adult served as activity leaders in the implementation classroom are shown in Figure 13.

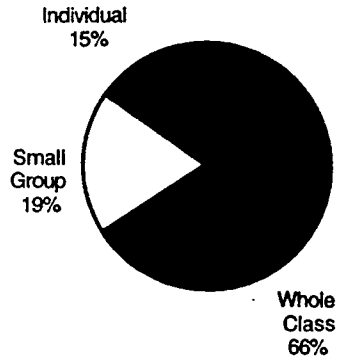
Figure 13.
Phase 2 Organizer of Learning Events



2. What group structures provide the context for learning in the school?

In phase 2, 15 percent of the time was spent in individual work and 19 percent of the time was spent in small group work. Whole class activities took 66 percent of the time. Lesson periods in phase 2 included a variety of group structures and the increase of individual and small group time is closer to group structures in the home. This distribution of time in the observation data is presented in Figure 14.

Figure 14.
Phase 2 - Group Structure

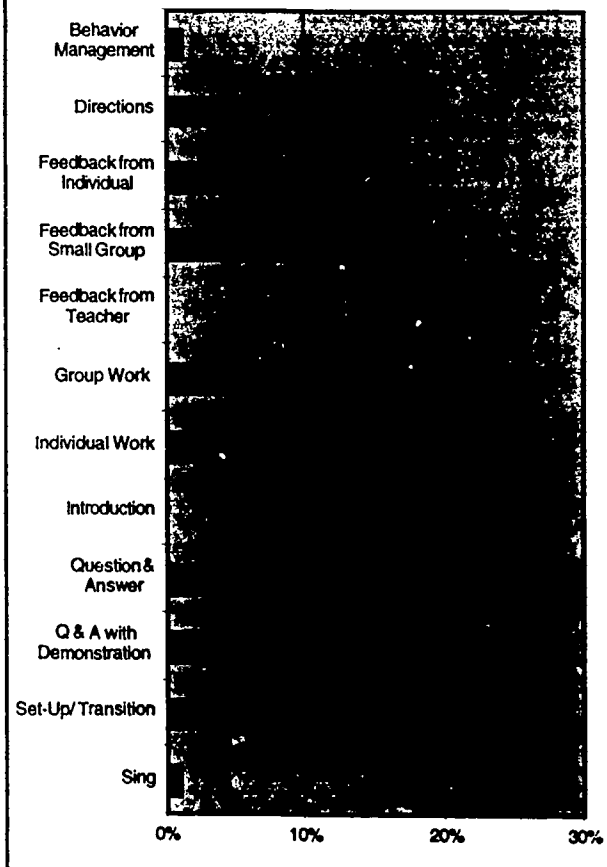


3. What is the activity content of learning interactions in homes and in schools?

The content of the class was based on the topics listed for first-grade science instruction in Kosrae's core curriculum. Lessons focused on making these topics relevant to the local setting and context. A lesson on parts of the body included a story about a person with disabilities who was known to the children. A lesson on the environment and technology included looking at the sawmill behind the school and discussing methods of using local woods. Farming and building role playing activities were used in the lesson on living organisms and earth science. Lessons on measurement included measuring the height of students and other objects in the classroom. The lessons included listing key words and phrases on the board and reading and writing activities using the information. In addition to lesson content, in the second semester, the teacher developed two books for the topics of plants and animals using photographs of local plants, animals, and village scenes as starting points for discussion of those topics.

Analyses of the kinds of classroom activities showed 26 percent of time was spent in the question and answer instructional cycle. Small group activities took 12 percent of the observation time. Small groups presenting their group work, through demonstrations or oral reporting to the class, occupied an additional 15 percent of observation time. Individual activities represented 9 percent of the time and 11 percent of the time was spent on feedback from individual activities. Behavior management took up less than 5 percent of the time. Results of these analyses are presented in Figure 15.

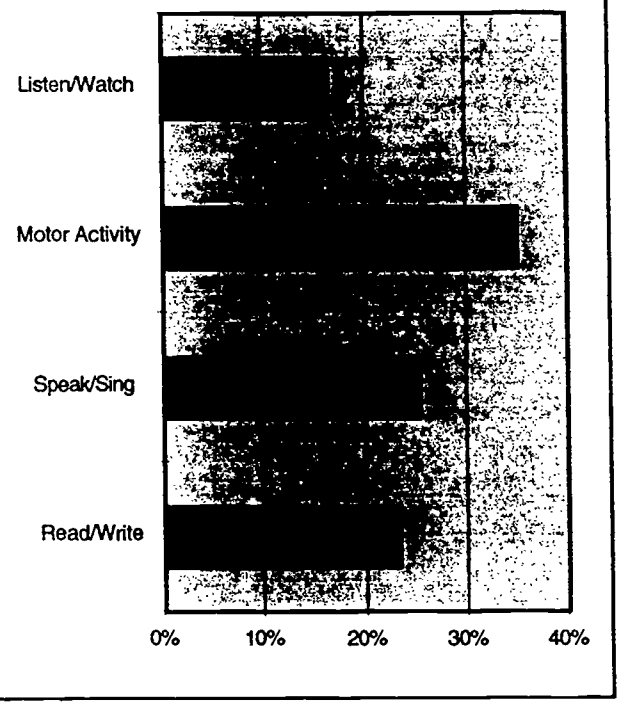
Figure 15.
Phase 2 - Activities



4. What are the response modes of young children as they learn basic skills and knowledge in the home and in the school?

During phase 2 observation time, 35 percent of classroom activities required motor responses such as role playing and demonstration activities. Students spent less time speaking, listening, reading, and writing. Results of the analysis of the response modes encouraged in the implementation classroom are presented in Figure 16.

Figure 16.
Phase 2 Response Modes



V. Discussion

Because phases 1 and 2 first-grade classrooms were located in different schools, comparisons must be made cautiously. It is clear, however, that the "adapted" classroom was quite different. These classrooms had child- and peer-initiated activities. More time was spent in individual and small groups. Less time was spent on behavior management and more time was spent in motor activities. In a sense, phase 2 classrooms looked more like the home setting.

Phase 2 teachers received reading materials and requested demonstration lessons in their own classrooms so that they could observe how teaching strategies could be applied to their areas of instruction. They expressed an interest in using the science materials created with local photographs as part of math and language arts classes. The grade level also began functioning as a unit with the possibility of sharing instructional materials across the subject areas of the curriculum. The teachers' development of curriculum materials and student assessment in portfolios for home visits brought teachers together in the school and increased their awareness of parents as a resource to support the learning of students in their classes.

In addition to classroom activities, teachers in phase 2 developed portfolios for students' work products. These portfolios were sent home for viewing by parents with suggestions that they talk to their children concerning their school work. A copy of the letter to parents is included in the appendix. The letter was written in Kosraean and translated into English. Teachers also did home visitations to explain the portfolios and to encourage parents to participate in partnership with the school in educating their children and assisting in their long-term development.

Nine parent interviews were analyzed. The results show increased awareness and interest in the school program and in the support for chil-

dren's learning. The results also indicate greater awareness of the importance of the parents' role in their children's education. One parent stated, "I now understand that it is also our part to teach our child, not only the teacher's responsibility." Another parent said, "We started to spend more time with our child in teaching as a result of the program. Before the program was implemented, we never spent time with him; after school we just left him to do whatever he wanted to." The results from these interviews are included in the appendix.

In addition to the effect on parents, the development of the program increased awareness of the need for relevant and continuous learning for young children. Teachers in other grades and classes requested demonstration lessons and meetings to discuss these issues. Other programs and schools for young children, such as preschool, HeadStart, and another elementary school asked and received information and support in starting the program the following school year. The Department of Education is considering alternatives for the Science specialist to continue this work and to work in coordination with the preschool and Head Start programs on the island. These outcomes are documented in field notes for the 1994-1995 school year.

Future research within the region will be needed to further define home, community, and school learning styles. Intervention programs should be tailored to the specific cultural settings of the many Pacific entities. Future ethnographic work in the region should begin by specifying characteristics of families and classrooms to be observed. To obtain data that are representative of the jurisdiction, various demographic features need to be considered. The size of the population under age 6, the increase in non-indigenous language speakers, and the future availability of resources for early childhood education and parent education are a few of the factors to consider when undertaking research to increase the knowledge base of culturally appropriate education for the Pacific islands.

In addition to further research, program development should consider the incorporation of concepts used in the classroom adaptation. The primary focus of research should be on increasing linkages between teachers and parents to benefit young children's learning. Phase 1 findings suggest the need for increasing children's active involvement in their school learning experiences through changes in the instructional format and the organization of subject matter information. Also in phase 1 observations, parents were not aware of the critical role they could play in their children's learning. The intervention program addressed these issues through increased activity-based learning in the school setting and increased communication about student learning to engage parents' involvement in their children's learning at school and at home. Program components included shifts in scheduling, instruction focused on higher level thinking skills and problem solving, peer interactions for teaching and learning, locally relevant and meaningful lesson content, and culturally appropriate verbal interaction patterns. Further work in this area should expand on the present work and include:

- Determination of the impact of home/school differences on student learning outcomes.
- Development of staff training and teacher networking systems to support professional growth within education.
- Development of instructional materials relevant to the local culture and involving students, teachers, and parents.
- Development of multiple means of assessing student progress to communicate effectively with students, teachers, and parents.

Educators can take the lead in identifying more effective ways to form partnerships between schools, parents, and community members. They need to interpret findings about Pacific schools and communities and develop programs based on implications for school and community partnerships in education, teacher training, materials development and adaptation, and curriculum refinement.

VI. Summary and Recommendations

Data from the phase 1 home and school observations and interviews show differences between home and school learning contexts. These differences are in learning group composition, structure, and processes between Kosrae homes and schools. Home learning occurs in more complex group structures with many more individuals acting as teachers than at school. The majority of school learning occurs in teacher-directed groups. Analyses of the learning process data indicate home learning groups are more dynamic than school groups. School groups often function with one teacher and a whole class of students and operate within a fixed schedule. Home learning processes tend to be child initiated and require more concrete responses. Home activities involved content of interest to the child because most of these activities were child initiated. School learning offers little opportunity for children to construct their own learning activities.

Data from the phase 2 study of classroom adaptation show that modifications to the classroom can be made to address differences between home and school learning. These modifications can foster home/school partnerships and smoother transition for students. Classroom structures, instructional strategies and materials, teacher networks, and parent involvement programs can increase the amount of collaboration that occurs within a school and between the school and home. Teachers requested additional training and tried new techniques based on implementation classroom innovations. Materials were developed by one of the teachers using photographs of the students and familiar settings as the focus of science curriculum. These efforts can increase communication and the sharing of common goals in support of learning for young children in ways that acknowledge and build upon the routines and practices of the homes and community. Parents expressed increased awareness of the need for their involvement in their child's school activities in partnership with the schools.

Recommendations

It is recommended that:

1. Further research be conducted to better define the elements of home and community as well as school learning processes.
2. Classroom programs for young children be adapted through changes to classroom structures, instructional strategies, and materials development to more closely align home and school learning.
3. Mechanisms for communicating student progress to parents and other teachers be developed to increase parent involvement and the concept of shared responsibility for effective learning in the child's community.

For the long term, in addition to program innovations, educators need to focus on systemic change. Programs exist in a context of support from the community, central office, and the school. Policies and active school and community leadership are needed to place an emphasis on the shared responsibility of parents and teachers in this critical endeavor of educating young children, the future leaders of Pacific communities.

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Appendices

A. Procedures for Interviewing

B. Parent Interview/Questionnaire

C. Teacher Interview/Questionnaire

D. School Child Interview/Questionnaire

E. Non-School Child Interview/Questionnaire

F. Interview Results - Parents, 1992

G. Interview Results - Teachers, 1992

H. Interview Results - Parents, 1995

I. Observation Form

J. Process Categories for Classroom Observations

K. Content Categories for Classroom Observations

L. Process Categories for Home Observations

M. Learning Activities Summary Sheet

N. Intervention Recommendations

O. Suggestions for Parents

A. PROCEDURES FOR INTERVIEWING

March, 1992

SELECTION OF INFORMANTS

1. Recommended minimum informants:
   a. Two (2) families with child not attending school (3-5 yr. old).
      - Select 2 families which include children ages 3-5 years old who do not attend school (home learners).
   b. Two (2) families with child attending preschool or primary grade school.
      - Select 2 families which include children ages 4-6 years old who do attend school (school learners).
   c. Two (2) teachers.
      - Select 2 teachers in preschool or primary grade classes in schools where the families send their children.

(In addition to parents and teachers, other people who function as teachers need to be interviewed.)

PROCEDURE

Sequence of Data Collection: Do interview before observations.

1. Schedule and Set Up Interviews

2. Conduct the Interview
   - Review all of the questions and responses for clarity and completeness.

DATA MANAGEMENT

As applicable at each site.

B. PARENT INTERVIEW/QUESTIONNAIRE

Name _____ Date _____

Village/Island _____ School _____

Interviewer _____

Family Background:

1. What is the composition of your family?
   ___ single parent ___ 2-parent family
   ___ separated ___ divorced
   ___ widowed

2. Who lives in the household?
   ___ immediate family ___ extended family

3. What are the family's sources of income? (For example: working at an office, weaving, fishing.)

4. Describe family status.
   Regarding status in community:
   ___ above average
   ___ average
   ___ below average

   Regarding traditional culture:
   ___ traditional
   ___ modern
   ___ both

5. List traditional and modern activities in the home to document family status.

6. What is the formal educational background of adult family members?

Adult Family Member	Educational Background

7. How long has the family lived in this community?

8. What is your family's religious affiliation or denomination?

9. Who is the head of your family?

10. Do all of your children live with you?

11. How many children are in your family? Are the children in your household your own children or part of your extended family?

12. What ages are the children?

Names	Gender	Age

Home Learning:

13. What are the cultural values and skills you teach your children at home? (For example: values = basis of culture, respect; skills = knowledge of weaving, gardening, memorization.)

14. How do you teach your children at home? (For example: participation, oral instruction, observing and imitating, trial and error.)

15. What are some of the cultural values and skills that your community teaches your child? (Traditional activities.)

16. How are these taught?

17. Who functions as a teacher or a director of learning activities in the home?

18. How have you prepared your children to enter school?

19. What do you do when your child is not living up to your expectations or is not learning as you would expect? (With reference to #18.)

20. Do you encourage learning at home? (If yes, ask How? If no, ask Why?)

21. What kind of relationship do you establish with your children? (Disciplinarian, etc.)

School Learning:

22. What kinds of things do you feel should be taught in school?

23. What cultural values and skills do you want the school to teach your children?

24. How should schools help your children learn?

25. Do you encourage your children to apply skills learned in the home when they are at school? How?

26. Do your children enjoy going to school?

27. How do you feel about your children's education?

28. What do you think is the difference between home/community learning and school learning?

Home Learning	School Learning

C. TEACHER INTERVIEW/QUESTIONNAIRE

Name _____ Date _____

Age _____ M F School _____

Village/Island _____

Interviewer _____

Teacher Background:

1. How many years of teaching experience do you have?

2. How many years of experience at this school?

3. How many years have you been at this school?

4. How many years have you lived in this community?

5. Do you have children of your own?

6. What are their ages?

7. What is your highest level of education? (Certificates or degrees held?)

8. Are you a certified teacher?

9. What other professional or teacher-training experiences have you had? (In-service training.)

School Information:

10. How many students attend your school?

11. What grades are included in your school?

12. Do you think the physical environment of the school is conducive to learning? (Description of school clima', room.)

Class Information:

13. What is your class composition? (Number of students, age, gender.)

14. What is the student teacher ratio in your class?

15. How ready are the students to take on academic learning?

16. How prepared are the students to participate in the classroom routines? (Following directions, etc.)

17. Do your students enjoy being in school?

School Learning:

18. Given your experience of teaching children at this grade over time, what skills do you think the students really need? (Try to give as many examples as possible -- academic, social, cultural, physical.)

19. Do you think they will be able to learn these things? Why?

20. Who else functions as a teacher or directs children's activities in school?

21. What kind of relationship do you want to establish with your class? (Friendly, Disciplinarian, Parental)

22. Do you have established procedures for conduct and discipline?

23. How do you assess students' progress?

24. What do you do if students are not progressing?

25. How do you motivate students to learn?

26. What teaching methods do you use in class? (Direct instruction, observation, cooperative learning, etc.)

27. How do you organize the class for instruction? (Large groups, small groups, Individualized instruction.)

28. How do you encourage students to apply skills from school to home and from home to school?

29. What do you think is the difference between home learning and school learning?

Home Learning	School Learning

D. SCHOOL CHILD INTERVIEW/QUESTIONNAIRE

Name _____ Date _____

Age _____ M F School _____

Village/Island _____

Interviewer _____

Questions About School:

1. Do you like to go to school? Why?

2. What school activities do you enjoy most?
(For example: singing, drawing, outdoor games.)

3. What do you like to learn at school?
(For example: counting, recognizing sounds, telling stories.)

4. Who helps you to learn?

5. Do you like your teacher?

6. Who else do you like at school?

Questions About Home:

7. What do you like to do at home? What home activities do you enjoy most?

8. What do you learn at home? How?

9. What do you like to learn at home?

E. NON-SCHOOL CHILD INTERVIEW/QUESTIONNAIRE

Name _____ Date _____

Age _____ M F Village/Island _____

Interviewer _____

Questions About School:

1. Would you like to go to school? Why?

2. What do you like to do in school?
(For example: singing, drawing, outdoor games.)

3. What would you like to learn at school?
(For example: counting, recognizing sounds, telling stories.)

Questions About Home:

4. What do you like to do at home? What home activities do you enjoy most?

5. What do you learn at home? How? Who helps you to learn?

6. What do you like to learn at home?

F. INTERVIEW RESULTS - PARENTS

Kosrae, 1992

Results of 6 parent interviews. Responses recorded are unedited.

PARENTS' VIEWS OF HOME LEARNING:

1. What are cultural values and skills you teach your child at home?

   Skills include:

   - Self help skills.
   - Cooking and cleaning.
   - Say praise before meals.
   - Weaving, weaving, weaving, weaving.
   - Fishing.
   - Making thatch roof.
   - Telling stories/legends.
   - Carving.

   Values include:

   - To know and show respect.
   - Showing respect to older people.
   - Observation of the Sabbath Day (Sunday), observing the Sabbath.
   - Teaching them how to show respect.
   - To know other family members.
   - Show respect.
   - Obey parents or older people.
   - Our customs.
   - How to show respect and be obedient.
   - Showing respect.

2. How do you teach at home?

   - Participation and observation mostly.
   - Participation--oral instruction--observing and imitating.
   - Attending church every Sunday, celebration of holiday.
   - Oral instruction, participation, observation.
   - Mostly oral instruction and some times others.
   - Oral instruction, participation, observation.

3. What cultural values and skills are taught by your community?

- Funeral and activities done in a funeral.
- Cleanliness.
- Observation of Sabbath, Funerals, special events, weaving, fishing.
- Weaving, wood carving.
- Attending church every Sunday, celebration of holidays.
- I don't see any.
- Weaving, farming, getting involved in important events or occasions, showing respect.

How are they taught?

- Observation and participation.
- Observation mostly.
- Hands-on experience, oral instruction, observation.
- Observation and participation.
- *No response.
- Observation and participation.

4. Who function as teachers?

- Father, mother, other kids in the group
- Father and Mother
- Mother and Father
- Mother and Father
- Mother and Father
- Mother and Father

5. How do you prepare your child to enter school?

- Father: I feed them before going to school, provide pencils, books and clothes. I sometimes give lessons to them.
- By sitting down with them and telling them everything they need to know about school. That we won't be going to school with them, that the teachers will replace us as parents in school.
- Don't prepare children before entering school.
- We teach them how to write their name and we also teach to obey rules.
- I teach them how to rite, rote count.
- By telling them the importance of going and what's going to happen if they don't.

6. What do you do if your child is not living up to your expectations or is not learning as you would expect?

- I really try hard to be reasonable, but I sometimes lose my temper and get really mad.
- I talk to them and encourage them.
- We encourage them.
- *No response
- *No response
- Most of the time I get really frustrated.
- I would lessen the time of work for them and give them a lot of time to study. I provide help to them by going over the school work.

7. Do you encourage learning at home?

- Father: Yes, I help them out with their assignments and give them enough time to study. I lessen their visiting time. I try to keep them away from watching TV.
- Yes, because I want them to be well prepared. I encourage learning at home by telling them that I, or their father will not always be available to direct or assist them.
- Yes, we encourage them and sometimes we teach them what they do not understand.
- Yes, we always tell them to study or to look at things they bring from school and we also help them out.
- Yes, I tell them to do their school work and direct them to study.
- Yes, by trying to get the kids to participate in as many activates as they can.

8. What kind of relationship do you establish with your children?

- Disciplinarian - 6 responses of 6
- Father: If I am not around, my oldest son will take over. I let them visit friends only during weekends.

PARENTS' VIEW OF SCHOOL LEARNING:

1. What do you feel should be taught in school?

- Language, math science, custom.
- Reading, math, writing. Other areas can be taught at home a little at a time.
- Custom or ways of doing things and to know how to show respect.
- Schools should teach our children some skills in handicraft work.
- Whatever is being taught nowadays is all right with us.
- Everything that we cannot teach at home.

2. What cultural values and skills do you want the schools to teach?

- Values and skills that would benefit our family, society, and state. Example -- weaving, family values, respect, etc.
- Weaving, carving (wood), knowing more about our history.
- How to knit and weave certain things, ways of farming.
- Custom, weaving, carving or hands-on experience.
- Whatever might be applicable to our lifestyle or ways (Kosraen).
- Know their relatives, what behavior is expected of them in different occasions, show respect to older people.

3. How should schools help your child to learn?

- By giving appropriate materials to enhance learning and provide meals for the children. Provide report on child's progress in school.
- By providing whatever information we may fail to teach our kids.
- Schools should provide a great amount of time in teaching children.
- We want the school to teach them everything they should learn in order to survive, not to punish our children.
- To us, we think what is being done in terms of learning in schools as okay.
- Providing them with whatever information or knowledge we're not able to teach at home.

4. Do you encourage your children to apply skills learned at home when they are at school?

- Yes, by telling them what they learn at home is important to them in school and what they learn at school is important to them at home.
- Yes, teachers should do exactly what and how.
- Yes, by including some into the curriculum.
- Yes, school should create programs where children could apply skills they learned at home in school.
- Yes, by telling them that.
- *No response.

5. Do your children enjoy school?

- Yes, they like it very much.
- Not really, they have to be told many times to get ready before they do which I presume is a sign of not really interested in going.
- Yes, most enjoy school except for one boy. He does not like attending school.
- One enjoys while one doesn't because of the treatment she receives at school.
- Yes.
- Yes, they seldom stay home. In other words, they really enjoy going to school that they're always ready before time.

6. How do you feel about your children's education?

- My feelings are that they continue their education even if they have poor grades. I want them to try their best and to make the most of what they learned.
- We feel that our children is not receiving good education and appropriate treatment.
- They are doing fine.
- We feel that they are doing all right and we urge them to try their best so they can help us in the future.
- Based on my observation, they are doing good because they have been awarded for good performance in both academic and attendance.

7. What is the difference between home and school learning?

Home:

- Home learning is flexible, sometimes it takes place, some times it doesn't have more to do with cultural issues.
- What they learn in school is not applied in the home. It seems that what is instructed in to them in the school is more important than what is instructed in the home. Teachers are more important than us, the parent.
- In home learning, a child learns by himself.
- Vernacular is used.
- More complete.
- Child is left alone without being instructed most of the time.

School:

- Deals mostly with modern things.
- Most of the times while in school a child is directed most of the times.
- English is used.
- More flexible.
- Child is directed all the time.

G. INTERVIEW RESULTS - TEACHERS

Kosrae, 1992

1 Preschool Teacher
1 Grade 1 Teacher

TEACHERS' VIEWS OF SCHOOL LEARNING:

1. What do your students need to prepare them for school?
   - Pre- Hands-on experience
   - Gr1- Hands-on experience

2. Who functions as teachers in school?
   - Pre- Principal, vice-principal, cooks, parents
   - Gr1- Peers, cooks principal, vice-principal

3. What type of relationship would you like to establish with your students?
   - Pre- Parental type
   - Gr1- Parental type

4. Do you have procedures for conduct and discipline?
   - Pre- No established procedures for conduct and discipline as yet.
   - Gr1- Yes.

5. How do you assess student's progress?
   (Answers for both teachers pertained to rewards and recognition).
   - Pre- Verbal and tangible reinforcement and checking daily work.
   - Gr1- Posting good work, giving awards, and quarterly student grades.

6. What if students are not progressing?
   - Pre- Spend more time with child on an individual basis and contact parents so they can help their child at home.
   - Gr1- Give them separate work--their preferences.

7. How do you motivate students to learn?
   - Pre- I ask them what they want I school and provide some. I provide many hands-on activities because this is what they really enjoy doing.
   - Gr1- Giving them awards, praising their work and telling them the importance of going to school.

8. What teaching methods do you use?
   - Pre- Direct instruction, observation, grouping.
   - Gr1- Direct instruction, observation, cooperative learning.

9. How do you organize the class?
   - Pre- Large and small groups.
   - Gr1- Organization of class depends on the day's lesson, whether it requires grouping, individualized instruction, etc.

10. How do you encourage application of skills from school to home?
    - Pre- By telling them that they are interrelated.
    - Grl- By telling them that what they learn from school and home is for their own good.

11. What is the difference between home and school learning?

Pre:

Home

- Flexible, there is no set expectation.
- Very few things to learn.
- There is no set time at home.

School

- Expectation at school is set or obvious.
- Many different things for the children to learn.

Grl:

Home

- Occurs when at home.
- No set time.

School

- There's a time set for each activity.

H. INTERVIEW RESULTS - PARENTS

on Intervention Program at Utwe
May, 1995

1. What are your feelings about this first grade program? How does it affect you and your child?
    - More interaction with the child.
    - Child learns more.
    - Parents understand child's school progress.
    - Improve child's attitude toward learning.

2. What are some things you like about it?
    - Shared responsibility of parents and teachers.
    - Portfolio is effective and needed in all subject areas.
    - Child talks to parents about school learning.

3. What can you suggest to improve the program so that your child will be more successful?
    - Workshops to keep parents informed about school program.
    - Portfolios for all subjects.
    - Motivate all parents.
    - Continue the program.
    - Disseminate information on the program.

RESULTS:

1. What are your feelings about this first grade program? How does it affect you and child?

    - I spend more time with my child asking her what she is learning because I have learned from the program that the more we care about our child's learning, the more she will also care to learn more.
    - The program is good; our child learns a lot.
    - It is a good program. It gets us to be more involved in her learning.
    - It is a good program because we know how the child is doing in school by going over the portfolio.
    - It is a good program. It gets us to start to look more closely into our child's learning.
    - From what I have observed, I would say that the program is useful. It does help our child in terms of his behavior. He now sees learning as an important aspect.
    - It's really good and it does help us a lot.
    - The program does have great effect on the child's positive effects. It helps to start to concentrate more on the child's learning.
    - Great! She attended Malem pre-school before entering Utwe School and now she is #1 in her class and last quarter had a 4.0. It makes clear the need to not overlook the role of the parent. It gives the concept of responsibility for the child's learning and the effect that it will have on the family.

2. What are some things you like about it?

- I now understand that it is also our part to teach our child, not only the teacher's responsibility.
- The portfolio is important and should be in all subject areas.
- Questioning as a way to develop thinking skills, as informed by the Home/School program teacher.
- Portfolio and reading materials provided.
- We are being informed of what our child is learning in school. We are told some ways to develop the thinking skills of our child.
- No response.
- One thing is that she now starts to refer to parents whatever she is to do in regards to her learning. The portfolio really is great. It gives us an understanding as to what our child is learning in school.
- We started to spend more time with the child in teaching as a result of the program. Before the program was implemented, we never spent time with him; after school we just left him to do whatever he wanted to.
- It teaches parents their responsibility and gives awareness of the importance of parents in child's learning development. It makes the family organize to spend time with the child and that gives positive reward to the family. It helps the community. The next daughter should have the same opportunity in the school with this program.

3. What can you suggest to improve the program so that your child will be more successful?

- Keep us informed about the child's problems in school
- No response.
- Nor response
- We have no idea, we leave everything to you.
- No comment.
- Workshop in order to help parents in dealing with their children in terms of learning and teaching.
- Keeping/having portfolios for all subject area.

Need to motivate all parents to take responsibility for their child's learning and make them believe that all parents are capable of supporting their child's learning. Need funding, increase people assigned to the school, disseminate information about the program through personal contact, group meetings, and literature in the vernacular.

I. OBSERVATION FORM

Date _____ School _____

Village/Island _____

Observer _____

Start Time _____ End Time _____

COMMENTS:

TIME:

OBSERVATIONS:

J. PROCESS CATEGORIES FOR CLASSROOM OBSERVATIONS

Alice Kawakami, Winton Clarence, Srue Taulang, 3/4/93

Process Categories for Classroom Observations		
CODE	CATEGORY	DEFINITION
Q/A	Question/Answer Instruction Cycle	Cycle of instruction consisting of Q-> [R]-> Q-> [R]-> Q --REIN -St or T) teacher question-> student response-> teacher question or confirmation of response. The cycle may also include reinforcement either by the teacher or other students. (Response modes are explained below)*
Q/A w/D	Question/Answer Instructional with teacher demonstration and student copying response	Cycle of question/answer instruction described above with a teacher demonstration and student copying response.
TD/SC [R]	Teacher Demonstration	Teacher demonstration followed by a copying response by students. Response mode may be specified in the original data coding.
SING	Sing	Teacher and students sing a song.
DIR.	Direct Instruction	Teacher provides information to students by giving directions for an activity, explanation of topics, reading, writing, or pointing to lead a lesson.
INTRO	Introduction	Teacher introduces the lesson or activity by stating the purpose or topic of the lesson.

Process Categories for Classroom Observations - Page 2		
CODE	CATEGORY	DEFINITION
SET	Set	Teacher sets up group activity, hands out papers or supplies. This is primarily non-instructional activity and focuses on organizing students for an upcoming activity.
IWA	Independent Work Assignments	Students work on assigned tasks without direction from the teacher. The tasks may be reading writing, or other individual tasks. During IWA time, students may: (A) work alone (G) work in groups (T1) have individual assistance from the teacher
FEED	Feedback	Teacher provides feedback on assigned work which has been completed, this includes checking and reviewing assigned work.
MGT	Management	Teacher intervenes with behavior management statements. This includes disruptive or off-task behaviors attended to y the teacher. If these behaviors occur but are ignored by the teacher, it should not be coded MGT.
TR	Transition	Transition refers to times when more than one activity is occurring in the classroom at once. A combination of the following activities should be noted in the original coding: IWA FEED B or BA MGT SET

Process Categories for Classroom Observations - Page 3		
CODE	CATEGORY	DEFINITION
B or BA	Behavior problem or Behavior problem attended to by Teacher	This refers to the presence of disruptive or off-task behaviors in the classroom. If the teacher attends to the behavior by intervening it is coded BA and included in MGT.

Response Modes					
Person(s)	READ	ORAL (spoken)	POINT	WRITE	MOTION or TRACE
Individual student	IR	IO	IP	IW	IM
Group	GR	GO	GP	GW	GM
Whole class	WR	WO	WP	WW	WM
Teacher	TR	TO	TP	TW	TP

K. CONTENT CATEGORIES FOR CLASSROOM OBSERVATIONS

Content Catogories for Classroom Observations			
LEVEL	LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES
Preschool	Identify letter sounds	Identify numerals	Rules
	Match sounds with written letters	Identify value of numerals	
	Identify letters	Write numerals	
	Match letter with sounds	Count	
	Write letters	Subtraction song	
Gr. 1	Sentence writing	Sequencing months of the year	
	Counting number of words in sentence		

L. PROCESS CATEGORIES FOR HOME OBSERVATIONS

Process Categories for Home Observations		
CODE	CATEGORY	DEFINITION
OBS	Observation	Child passively observes occurrences.
EXPL	Exploration	Child explores his/her environment seeking something to do. This may include trial and error activities undertaken alone.
SET	Setting up for activity	Child organizes his/her surroundings for an activity or task.
DRAW	Drawing	Child draws.
SING	Singing	Child sings.
TALK	Talking	Child talks.
DANCE	Dancing	Child dances.
PLAY	Playing	Child plays.
EAT	Eating	Child eats.
SHARE	Sharing	Child shares objects or food with others.
DIR	Directions are given	Directions are given to the child or by the child. Designate who provides direction.

For each of the home observation categories indicate who is present using the following code:

A = Child alone	B = Brother	CH = other child
M = Mother	AU = Aunt	
F = Father	U = Uncle	
S = Sister	O = other adult	

M. LEARNING ACTIVITIES SUMMARY SHEET

Date _____ School _____

Village/Island _____

Observer _____

Start Time _____ End Time _____

Language Instruction:

Characteristics of Teacher:
AGE(S) _____ M F

Characteristics of Learner:
AGE(S) _____ M F

Content of Learning:
(Topic or Subject)

Process of Learning:
Percentage of tine in --

___ direct instruction
___ observation
___ guided performance
___ trial & error
___ other

Materials:

Indication of Success:

___ work product
___ performance
___ reward
___ punishment
___ teacher's opinion

N. INTERVENTION RECOMMENDATIONS

Utwe Elementary School Intervention Classroom
September, 1994

Winton Clarence and Alice Kawakami

GOAL:

Increase awareness of teachers and parents about what is going on in school and at home as it is relevant to young children's learning:

- to incorporate activity-based learning in the school setting
- to increase parent involvement in children's learning both in and outside of school

SCIENCE CLASS CONTENT:

1. Human science -- parts of the body
2. Life science -- living organisms, plants, animals
3. Earth science -- rocks, soil, sand
4. Space science --sun, moon, stars, planets, sunrise, sunset
5. Technology -- energy, fuel, wood, kerosene, gasoline, electricity
6. Environmental science
7. Physical science

STRATEGIES:

1. Shift in classroom activity structure every 10-15 minutes.
2. Involve student in active learning interactions require higher level thinking, problem solving, and responding.
3. Incorporate opportunities for peer tutoring and group learning in every lesson.
4. Content is meaningful, interesting, and relevant to students.
5. Both individual turntaking and overlapping speech are acceptable patters of responding to questions.

The first-grade science classes taught by Winton Clarence in the Fall semester and Tulensru Waguk in the Spring semester were organized around the ideas listed above. Classes were comprised of approximately 25 students. The classroom provided minimal supplies and equipment. Blackboard and chalk, student writing paper, and pencils were available. There was not text book for instruction and lessons were created to involve students with the environment and role playing activities.

O. SUGGESTIONS FOR PARENTS

SUGGESTIONS:

1. Tell stories to your children.
2. Ask them to tell short stories.
3. Talk to them about school.
4. Talk to them about their school work.
5. Be sure they attend school.
6. Be sure to attend PTA meetings.
7. Talk to your child's teachers to see what you can do to help your child learn more at home.
8. Talk to your child's teachers to see if there is any way that you can help your child learn more at school.

Kuhtuh mwe kahsruh nuh sin ninac & pahpah.

1. Pihlenfong nu sin tulik notuman.
2. Siyuk eltahl in pihlenfong nu sum.
3. Sruhnuhn ke lutlut nuhseltuhl.
4. Sramsram nuh seltahl ke mne lutlut laltahl.
5. Eltahl enenu in lutlut.
6. Aru nuke miting lun PTA.
7. Siyuk sel 'teacher' ke ma fwal kom in oru in kahsruh eteahk lun tuhlink notum an lohm ah.
8. Siyuck sel 'teacher' ke ma fwal kom in oru in kasru eteahk lun tulihk nuhfulum an ke lutlut ah.