

Intercultural Competency for Teachers at the Public Multicultural Alternative School for Immigrants and Multicultural Family Student's School Maladjustment in Korea

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Abstract : This study aims to explore what is intercultural competency needed for teacher through their experience at the public multicultural alternative school. The public alternative multicultural school is an accredited school for immigrants or students from multicultural families who have experienced school maladjustment at public school. This school has self-regulation in curriculum and function of bridge to public school by helping their adaptation. In particular, this study answers the following questions: What are the most difficulties for teacher at the multicultural alternative school in comparison to public school? What competencies are required for teacher at the multicultural alternative school? Which competencies in cognitive, emotional and practical area should be more required in order for teacher to communicate with student effectively (successfully) in class and other activities in school? What is the background of that we called these competencies especially as 'intercultural'? This study focuses to clarify teacher's competency to help immigrants of students from multicultural background to adjust to school life with the term of intercultural competency.

Keywords : intercultural competency for teacher, multicultural alternative school, multicultural students, school maladjustment

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