AIM

Learning Intention:
Staff are to gain an understanding of the General Capability Intercultural Understanding in the context of Wilderness School, and reflect on its current and future place in the curriculum.

AITS: 6.4
Apply professional learning and improve student learning

AIM - Context

- R-12 girls school
- non-denominational
- boarders and day girls
- increasingly multicultural community
- ESL
- 19% students speak or are exposed to another language at home (11% Asian dialects including Indian dialects, Chinese dialects, SE Asian languages, Japanese, 8% European including Norwegian, Finnish, French, Portuguese, Spanish, Greek, Italian, Croatian, Russian, Serbian, Macedonian, Polish, Albanian, Turkish)
AIM - importance for our school

Wilderness Values
- Respectful Relationships
- Responsible Citizenship
- True and Courageous Self
- Adventurous Learning

AIM

AITSL Standards
Focus Standards:
1.3
1.4
2.4
3.4
3.5
4.1
6.4

INTERCULTURAL UNDERSTANDING
Building a Bridge to Intercultural Understanding
Inter-cultural Understanding in the Workplace

Established Goals:
- "To learning to live together in a world of racial, cultural, linguistic and religious diversity, students need to look beyond their immediate worlds and connect with the experiences and ideas of others in order to understand the politics of culture in the world stage."
- "To foster a sense of cross-cultural understanding of interculturalism.
- "For students to graduate from Wilderness School with an enhanced sense of self through their understanding of diverse range of cultures, and the ability to apply such understandings to their future as active informed global citizens.

Understanding: Students will understand that...
- "cultures systems are a way of living, interpreting and understanding" culture helps us to intercultural understanding

Essential Questions: What does intercultural understanding look like in the classroom of tomorrow? How can we explore interculturalism? How can I apply intercultural understanding to my teaching in order to enhance students understanding of cultural diversity?

Knowledge: Students will know that...
- "different ways of making sense of the world" different cultures have similarities and differences

Skills: Students will be able to...
- " develop a critical awareness of cultural assumptions connections between social and cultural language and context different cultural practices and actions"
Learning is about the child not the subject.

“This requires that each and every staff member primarily sees (him/herself as an educator of the whole person with their Key Learning Area expertise being the particular aspect of our intellectual and cultural heritage that they have the privilege and responsibility of bringing to the learners.”

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“We are on the inversion of curriculum where the core task of education is the development of self and self for society.”

“The key challenge is to design curriculum so that the ways of knowing of the KLA, the general capabilities and the Cross-curricular priorities contribute to the development of the whole self.”
What is culture?
“a complex system of concepts, values, norms, beliefs and practices that are shared, created and contested by people who make up a cultural group and are passed on from generation to generation. Cultural systems include variable ways of seeing, interpreting and understanding the world. They are constructed and transmitted by members of the group through the processes of socialisation and representation.”

Intercultural Understanding
Think, pair, share:

Why is intercultural understanding important?

Video snippet: The Lion, the witch and the wardrobe
Intercultural Understanding

“At an interpersonal level, it considers commonalities and differences between people, focusing on processes of interaction, dialogue and negotiation. It seeks to develop students’ abilities to empathise with others, to analyse their experiences critically and to reflect on their learning as a means of better understanding themselves and people they perceive to be different from themselves (Liddicoat, Papademetre, Scarino and Kohler 2003; Wiggins and McTighe 2005). It provides opportunities for students to question the attitudes and assumptions of cultural groups in light of the consequences and outcomes for others.”

General Capabilities in the Australian Curriculum (ACARA Jan 2012) pg 89
Intercultural Understanding

Silent card shuffle
- groups of 4-5 in JS, MS, SS
- Silently (no talking!) sort the cards to represent the 6 organising features and the learning continuum statements (show next slide as sample)
- 2 mins talking as a group to clarify and make changes
  - nominate 1 person to stay at table. This person has to justify the groups choices
  - others circulate to see other groups’ arrangements and challenge differences;
  - person from original group to support their choices
  - return to original group and make any changes
Web site – check answers
Entry/Exit Card

Extent barometer

How confident are you in your understanding of the Intercultural Understanding General Capability?
Where to from here?

2013

Wilderness School PL Day

Collate data and develop action plan

Create a general capabilities action group to work on implementation and assessment

Integrated implementation in the curriculum