



Australian Government

Quality Teacher Programme

Developing Intercultural Understanding

An Introduction for Teachers

A Train-the-Trainer Professional Learning Programme



Asia Education Foundation

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Information for facilitators

Background

The Developing Intercultural Understanding Programme (DIUP) was funded by the Australian Government Department of Education, Science and Training through the Australian Government Quality Teacher Programme.

It offers primary and secondary teachers and curriculum officers an introduction to understanding interculturality and explores some approaches for teaching about cultures across a number of learning areas.

The programme endeavours to enhance teacher capacity to design and implement curriculum where the educational outcome is Australians who are 'globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different worldviews and belief systems.'¹

It complements, and is complemented by a range of national and State and Territory government initiatives designed to engage primary and secondary teachers in developing curriculum which is relevant and responsive to needs of contemporary students and their futures as Australian, regional and global citizens.

The programme will supplement and integrate a range of existing programmes on Asia and facilitate links to recent curriculum initiatives in the States and Territories.

Programme aims

The Developing Intercultural Understanding Programme aims to:

- Develop participants' notions of interculturality and knowledge of intercultural understanding within the context of studies of Asia in English, Languages, SOSE and the Arts;
- Explore links between intercultural understanding and current State and Territory curriculum documents and national curriculum priorities including Values Education and Civics and Citizenship Education;
- Provide practical classroom activities that explore interculturality across learning areas and year levels using the Access Asia series of curriculum materials; and
- Skill a group of educators in each State and Territory to deliver further professional learning programmes for teachers on developing intercultural understanding.

¹ Department of Education, Science and Training (2005) *National statement for engaging young Australian with Asia in Australian schools*. Final Draft. Melbourne. p.5.

Intercultural Understanding: Key Concepts and Programme Approach

This train-the-trainer programme is based on recent research in intercultural language learning, in particular, the *Report on Intercultural Language Learning*².

Given the prevalent usage of the word 'culture' and its many associations, understandings are likely to vary and definitions are likely to be context-specific and contestable. The following concepts inform the programme:

- Cultures are seen as dynamic rather than static;
- Cultures are relative, not absolute; cultures are complex and vary from person to person, from group to group, and over time;
- Cultural identities are multi-layered;
- Cultural identities are often based on assumptions that are 'invisible' to us; we can gain insight into our cultural identities through an exploration of our own ways of behaving, thinking, valuing, and acting; and
- Intercultural understanding can be facilitated by exploring one's own cultural influences, and opening a dialogue about the cultural influences affecting others.

This programme draws heavily on the pedagogy contained in the *Report on Intercultural Language Learning*, and acknowledges the importance of participants' own lived experiences, including their experiences with students.

Participants will bring a range of perspectives. They will bring their own perspectives and those of the communities with whom they work and live.

The programme has a strong reflective component, involving participants in thinking and discussing their own cultures and cultural identities in relation to current theoretical frameworks. This models culture as a personal, everyday lived experience.

The programme highlights a range of resources available to support the development of intercultural understanding with a focus on Asia, in particular the Access Asia materials. It explores possible uses of these materials and provides opportunities to connect their use with national initiatives and State/Territory curriculum frameworks and current pedagogy within a climate of respect, empathy and inquiry.

The focus of activity contained within the programme is to facilitate adult learning. Some of the activities utilised in the programme are transferable to the classroom, depending on the level of schooling.

² Liddicoat A. Papademetre, L., Scarino, A. & Kohler, M. 2003, *Report on intercultural language learning*, Canberra: Department of Education, Science and Training

Planning to deliver the programme

Programme outline

Time	Title	Purposes
8.30 – 8.50 8.50 – 9.00	Registration Welcome and housekeeping	
9.00 – 9.10 10 minutes	Session 1: Introduction to the Programme	<ul style="list-style-type: none"> To introduce the purposes and provide an overview of the programme
9.10 – 10.10 60 minutes	Session 2: Culture and Cultural Identities	<ul style="list-style-type: none"> To enable participants to reflect on their own views of culture To explore a definition of culture and introduce models of culture To enable participants to reflect on their own and others' cultural identities To explore the interrelationship between culture and language
10.10 – 10.45 35 minutes	Session 3: Intercultural Understanding	<ul style="list-style-type: none"> To explore intercultural understanding To identify the variety of learner needs, including self as learner
10.45 – 11.00 Morning tea		
11.00 – 12.10 70 minutes	Session 4: Developing Intercultural Understanding	<ul style="list-style-type: none"> To explore how we teach about culture To identify the skills and capacities necessary for working with a variety of learners
12.10 – 1.15 65 minutes	Session 5: Making Pedagogical Connections	<ul style="list-style-type: none"> To explore the use of pedagogical principles for developing intercultural understanding To examine links with a range of national initiatives and State/Territory frameworks
1.15 – 2.00 Lunch		
2.00 – 3.00 60 minutes	Session 6: Developing Intercultural Understanding with Students and Staff	<ul style="list-style-type: none"> To identify how to support intercultural understanding in participants' own context To promote confidence in discussing intercultural understanding
3.00 – 3.45 45 minutes	Session 7: Sharing of Strategies	<ul style="list-style-type: none"> To share learnings, potential implications of learnings and possible actions To identify and respond to issues related to Train-the-trainer nature of the programme
3.45 – 4.00 15 minutes	Session 8: Programme close and Evaluation	<ul style="list-style-type: none"> To gather feedback and evaluation data

Resources required

Listed below are the resources and materials that facilitators will need to deliver each session.

All OHTs and resources are numbered consistently, however facilitators are encouraged to select which are presented as both or either OHT or resource to suit the needs of their audience.

Session 1: Introduction to the Programme

- Name tags
- Overhead projector
- OHT 1
- OHT 2

Session 2: Culture and Cultural Identities

- Overhead projector
- OHT 3
- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5
- A range of authentic materials/text/realia, including brochures, commercial magazines, photographs, music, and literature

Session 3: Intercultural Understanding

- Overhead projector
- OHT 4
- OHT 5
- OHT 6
- Resource 6
- Resource 7
- Resource 8
- Yellow sticky notes
- *Australia Kaleidoscope* text
- Copies of *Australia Kaleidoscope* text p 50-52

Session 4: Developing Intercultural Understanding

- Overhead projector
- OHT 7
- OHT 8
- Resource 9
- Resource 10
- Resource 11
- Resource 12
- Resource 13
- Multiple copies of Chart 10
- Multiple copies of *The Really Big Beliefs Project* text
- Multiple copies of *Film Asia* text
- Blu tac
- OHT pens
- Copies of Resource 10, enlarged to A3
- OHT copies of Resource 10

and/or Chart 6 from the
Inspirations series: Jingdezhen
ware (China) and/or Brown
Madonna (Phillippines)

Session 5: Making Pedagogical Connections

- Overhead projector
- OHT 9
- OHT 10
- OHT 11
- OHT 12
- Resource 14
- Resource 15
- OHT copy of Resource 15
- OHT pens
- Computer
- DVD or video player
- Data projector
- DVD or video copy of *Monsoon Wedding*
- *Japan Diary* text
- *Australia Kaleidoscope* text
- *The Really Big Beliefs Project* text
- *The Really Big Food Project* text
- *Voices and Visions from China CD-Rom*
- *Getting Started with Intercultural Language Learning* text
- *Film Asia* text
- State/Territory curriculum frameworks
- National policies and initiatives listed on Resource 16 (Optional)

Session 6: Developing Intercultural Understanding with Students and Staff

- Overhead projector
- OHT 13
- Resource 17
- Resource 18
- Resource 19
- Yellow sticky notes
- Blu tac
- Copies of Resource 18 enlarged to A3

Session 7: Sharing of Strategies

- Overhead projector
- OHT 2
- Resource 20
- Copies of Resource 20 enlarged to A3
- Whiteboard
- Whiteboard Markers

Session 8: Programme close and evaluation

- Resource 21

Alternate Patterns of delivery

In addition to being delivered as a one-day train-the-trainer professional learning programme, this programme is suitable for a variety of settings, such as conferences, network meetings and for use in individual schools. The programme is designed so that the three sessions in sequence assist teachers to develop a deeper awareness of the features and elements of *Developing Intercultural Understanding: An Introduction for Teachers* and its broad scope as an educational resource. It is not recommended that the sessions are delivered in a 'stand alone' format, however, there are many ways in which the material can be organised to suit individual circumstances. The material allows presenters to:

- Deliver the programme in its entirety within the context of a conference or a curriculum day;
- Deliver the programme in its entirety as a two (2) day programme to allow for significant engagement with theoretical concepts and teaching and learning implications;
- Deliver a distilled version of the programme within the context of a conference or a curriculum day ;
- Deliver the programme as discrete sessions over a series of network meetings;
- Deliver the programme as discrete sessions over several weeks at an individual school, perhaps even using a cycle of reflective practice between sessions so that teachers can work with the resource in their classrooms and share their practice with others;
- Deliver a distilled version of the programme in an after-school session; and
- Adapt the programme to local needs.

If facilitators do elect to present later sessions only, it is important to ascertain:

- What the major understandings are in earlier sessions that should be included; and
- That the audience has a sound grasp of concepts presented in earlier sessions.

As a minimum it would be important for facilitators to provide a synopsis of content from earlier sessions.

The following outlines describe the time allocation and activities included in each section of the programme.

Conference Presentation or Workshop

90 minute Workshop Example 1	
Focus: Culture, cultural identities and intercultural understanding	
Length of Session	Session
15 minutes	Understanding culture (p.17)

10 minutes	Definition of culture (p.18)
20 minutes	Models of culture (p.20)
20 minutes	Understanding own and other cultural identities (p.22)
25 minutes	Exploring cultural identities (p.31)

90 minute Workshop Example 2	
Focus: Teaching and learning implications of intercultural understanding	
Length of Session	Session
30 minutes	How we teach about culture (p.41)
30 minutes	Culture as dynamic (p.43)
30 minutes	Pedagogical principles for intercultural understanding (p.56)

Staff Meeting or Short Presentation

60 minute example	
Focus:	
Length of Session	Session
15 minutes	Understanding culture (p.17)
10 minutes	Definition of culture (p.18)
15 minutes	Understanding own and other cultural identities (p.22)
20 minutes	How we teach about culture (p.41)

Developing Intercultural Understanding: An Introduction for Teachers

Session 1

Introduction to the Programme

Purpose:

- To introduce the purposes and provide an overview of the programme

Time	Activity/Input	Resources required
10 minutes	<p>Introduction and purposes</p> <p>Refer to OHT 1: Programme outline.</p> <p>Explain that the programme explores culture, identities, language, and diverse worldviews in building intercultural understanding. In developing intercultural understanding through exploring diverse worldviews, particularly in relation to Asia, the programme draws on the curriculum contexts of SOSE/HSIE (or equivalent), English, Languages and the Arts, and engages with written, spoken, visual, and multimedia texts and representations.</p> <p>Describe the programme as having three areas of focus. They are:</p> <ol style="list-style-type: none">1. Culture, language and intercultural understanding;2. Teaching and learning implications of intercultural understanding; and3. Identifying and responding to learner needs (including self as learner). <p>Make clear that the programme acknowledges that understandings of 'culture' and 'cultural identities' are many and varied. However, the current programme is based on a clearly articulated definition of 'culture', and understanding of its relationship to 'cultural identities' and to language.</p>	<p>Overhead projector Nametags OHT 1</p>

	<p>Further elaborate that the programme is based on definition of ‘intercultural understanding’ as the ability to participate and negotiate with people in a variety of contexts. Participating and negotiating with people requires an ability to know and understand ‘your’ culture, ‘another’s’ culture and have skill in working between your own and another’s culture.</p> <p>Alert participants to the sensitive nature of exploring culture and the importance of acknowledging and valuing diverse perspectives. Discussions need to occur in a spirit of respect and empathy.</p> <p>Refer to OHT2: Programme aims</p> <p>Outline the programme aims. Highlight train-the-trainer model of professional learning</p> <p>Provide overview of folder and manner in which materials are organised. Alert participants to the fact that each tabulated section has presenter notes at the beginning, followed by OHTs and then Resources.</p> <p>Identify that OHTs and Resources may be presented interchangeably if appropriate – that is resources can be made into OHTs and vice versa.</p>	<p>OHT 2</p>
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3.45 – 4.00 15 minutes	Session 8: Programme close and Evaluation	<ul style="list-style-type: none"> To gather feedback and evaluation data

Programme aims

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- Explore links between intercultural understanding and current State and Territory curriculum documents and national curriculum priorities including Values Education and Civics and Citizenship Education;
- Provide practical classroom activities that explore interculturality across learning areas and year levels using the Access Asia series of curriculum materials; and
- Skill a group of educators in each State and Territory to deliver further professional learning programmes for teachers on developing intercultural understanding.

Session 2

Culture and cultural identities

Purposes:

- To enable participants to reflect on their own views of culture
- To explore a definition of culture and introduce models of culture
- To enable participants to reflect on their own and others' cultural identities
- To explore the interrelationship between culture and language

Time	Activity/Input	Resources required
10 minutes	<p>Understanding culture</p> <p>Ask participants to write a phrase or sentence to describe their understanding or definition of 'culture'. Use a think-pair-share strategy to allow sharing.</p> <p>Facilitate a whole group discussion about the variety of understandings and definitions of culture.</p> <p>Ask participants to identify any authentic materials/text/realia that would help support their description and understanding of 'culture'. Suggest authentic materials such as visual aides (brochures, commercial magazines, photographs), auditory aides (music) and textual aides (definitions from literature). Participants identify any item that supports their description and share with one other person.</p> <p>Now select a small number of participants to explain how the authentic material supports their understanding of culture. Participants will have to outline their understanding or definition as part of the process.</p> <p>Refer to OHT 3: Understandings of culture. Explore the differing understandings of culture outlined in OHT 3. Participants identify which understanding of 'culture' from OHT 3 most closely reflects their understanding.</p>	<p>Range of authentic materials/text/realia such as brochures, commercial magazines, photographs, music, literature</p> <p>OHT 3</p>

	<p>Point out that different understandings of culture can be used within the same context, particularly when a person is talking about his/her own culture and then talking about the culture of another person.</p> <p>Illustrate this point by identifying that when individuals are trying to describe an understanding of 'culture', they can often use quite sophisticated and/or complex examples from their own culture. In particular, examples of 'culture as behaviour', (eg acceptable behaviour in a given situation or 'culture as thinking', such as the importance level of societal institutions like family), may be used.</p> <p>Contrast with the point that similar levels of sophistication and/or complexity are often not evident when discussing the 'culture' of another person as an example to illustrate meaning. In this case, examples from 'high culture' may be given, such as origami or wayang puppetry.</p>	
10 minutes	<p>Definitions of culture</p> <p>Provide Resource 1: Definition of culture and intercultural understanding.</p> <p>Explain that the programme is built on the understanding of culture described in Resource 1. Reinforce that it is important to understand 'culture', one's own culture and another's culture in order to promote and develop skills in intercultural understanding.</p> <p>As a suggestion, enlarge Resource 1 to maximum possible size on paper. Consider having a definition of culture on an A3 sheet and a definition of intercultural understanding on a second A3 sheet. Display prominently throughout this activity. Reference can be made back to the definitions to ensure that participants are able to see the relationship between the various activities and developing intercultural understanding.</p> <p>Explain that there is a significant relationship between 'culture' and how understanding is expressed, and language. Refer back to previous discussion that we understand and</p>	Resource 1

	<p>communicate our understanding of own culture in complex ways that are not evident when describing the culture of another person.</p> <p>Now explore the idea of complex understandings of own culture and surface understandings of another culture by asking participants to:</p> <ul style="list-style-type: none"> • Think of a specific example from your own experience that supports your description of culture • Now identify another culture and a specific example from that culture that supports your original understanding of culture • Compare the complexity and sophistication of understanding. <p>Engage participants in a discussion that facilitates understanding that the ability to describe complex understandings about culture, particularly one's own culture relate to language. This discussion needs to highlight the importance or otherwise of an artefact, a concept or a relationship to a culture that comes with the ability to use the language of the culture competently. Use examples such 'mateship' from an Australian context or 'bushidoo' from Japan or other appropriate example.</p> <p>Explore with participants notions of culture being broader than notions of ethnicity and can include other notions, such as socio-economic perspectives, gender, age, and locale. Examples can be drawn from a range of cultures such as:</p> <ul style="list-style-type: none"> • Indigenous Australians may be ethnically the same but they are culturally diverse • Youth culture and response to body piercing or tattooing. 	
10 minutes	<p>Models of culture</p> <p>Identify that there are many models of culture. Three models are:</p> <ul style="list-style-type: none"> • The iceberg model (Resource 2) • The layer model (Resource 3) • The onion model (Resource 4) 	<p>Resource 2 Resource 3 Resource 4</p>

	<p>Presenters can choose to present all three models to participants or only one model.</p> <p><i>Option 1 – Working with all three models</i></p> <p>This would be the preferred method as it allows participants to engage more deeply with one model of their choosing that accords well with their own thinking. It also allows for developing awareness that whilst there are multiple models of culture, the models share similar elements.</p> <p>These similar elements are deep (inner) features and surface (outer) features. Deep features, usually change-resistant, consist of values. Surface features, more malleable, generally consist of things like group practices (dancing).</p> <p>Ask participants to have a copy of each resource, side-by-side, in front of them. If space is an issue, participants can have one set of Resources 2-4 between two people.</p> <p>Explore the main features of each model in following way:</p> <p>For Resource 2: The iceberg model of culture.</p> <p>The Iceberg model of culture asserts that aspects of culture are observable or unobservable. Above the waterline aspects are observable or visible. They are easily identifiable, but are the most readily changed aspects, particularly when accommodating new knowledge.</p> <p>Below the waterline aspects of culture may not be obvious or observable. Below the waterline aspects of culture are implicitly learned, often unconsciously important and difficult to change.</p> <p>For Resource 3: The layer model of culture.</p> <p>In this model culture is represented as multi-layered with the outer or most apparent layer being symbols and moving inward: heroes, rituals and values. Heroes, such as admired persons, serve as an example of behaviour.</p>	
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	<p>Rituals are descriptions of ways of greeting and paying respect. Symbols, such as words or authentic materials/text/realia, carry special meaning. Values can be described as the ideas we have about how things 'ought to be'.</p> <p>For Resource 4: The onion-ring model of culture.</p> <p>In this model culture is represented by concentric rings. The inner core is comprised of the values and basic assumptions. Surrounding the inner core are beliefs, attitudes and conventions. Surrounding beliefs are the systems and institutions of a culture. This model acknowledges that systems and institutions are enriched by authentic materials/text/realia and products and by rituals and behaviour.</p> <p>Encourage participants to ask clarifying questions about each model. Identify that each model acknowledges that cultures are complex with surface features and deep or inner features. All models acknowledge that surface features are more easily changed. Deep or inner features are more resistant to change.</p> <p><i>Option 2 – Working with one model</i></p> <p>This option would be useful in circumstances where time is very limited (conference presentation or workshop or staff meeting) or if the presenter knows participants are familiar with a given model.</p> <p>Provide appropriate resource to participants, either Resource 2, Resource 3 or Resource 4.</p> <p>Explore the main features of the appropriate model in a similar manner as Option 1.</p> <p>It is important to emphasise the existence of multiple models of culture and that the models share similar elements. These similar elements are deep (inner) features and surface (outer) features. Deep features, usually change-resistant, consist of values.</p>	
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	<p>Surface features, more malleable, generally consist of things like group practices (dancing).</p>	
<p>20 minutes</p>	<p>Understanding own and other cultural identities</p> <p>If all three models are used in the previous session, ask participants to select one model of culture. Suggest that participants choose a model that they can engage with or that resonates with their personal views.</p> <p>Participants should be grouped according to the model they have chosen. This allows for participant movement and can assist with discussions about engaging with different groups and the culture of different groups.</p> <p>However, if time constraints exist or only one model of culture was explored in previous session, participants can work within already constructed groups.</p> <p>Within each small group, ask participants to identify a teaching situation in which they were explicitly engaging learners with another culture. Participants describe the context and nature of the teaching and what kinds of tasks the learners were engaged in.</p> <p>Ask participants to identify where the teaching and learning was focused in terms of the model they have chosen. Identify whether teaching focused on surface features or deep features.</p> <p>Ask participants to identify a teaching situation in which they were explicitly engaging learners with their own culture. Describe the context and nature of the teaching and what kinds of tasks the learners were engaged in.</p> <p>Ask participants to identify where the learning was focused in terms of the model they have chosen. Identify whether teaching focused on surface features or deep features.</p> <p>Share one description and analysis from each small group with the whole group.</p>	

10 minutes	<p>Linking language with culture</p> <p>Within a whole group discussion it is important to draw attention to a number of key points, including:</p> <ol style="list-style-type: none"> 1. Identify that most participants are likely to share examples of teaching ‘another culture’ that involve teaching surface features 2. When responding to teaching ‘own culture’ participants may have difficulty identifying surface features but can respond more to the explicit teaching of deep features, such as changing gender roles or audience perspective 3. Identify that ‘usual’ has many different aspects 4. Identify that an ability to analyse ‘culture’ depends upon seeing that one’s own usual behaviour is culturally constructed 5. Identify that in order to teach for intercultural understanding it is important to be able to identify surface and deep features of one’s own culture, and to be able to identify surface and deep features of another’s culture. <p>Identify that one way of being able to engage with the deep features of another’s culture is to be able to use the language. Use youth culture and SMSing (mobile phone texting) as examples. The ability to use the language is a way of engaging with another. If possible use examples derived from other (more traditional) language and culture situations.</p> <p>Return to the range of authentic materials/text/realia provided. Reflect on the fact that through the range of authentic materials/text/realia provided it is the facilitator’s view of culture to which participants have been confined.</p> <p>Further reflect on the similarity to other learning situations, such as classrooms, in which learners have been limited to the teachers understanding of what is an important aspect of culture. It is important to acknowledge that teaching often occurs</p>	<p>Range of authentic materials/text/realia such as brochures, commercial magazines, photographs, music, literature</p>
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	<p>through the lens of our own cultural background.</p> <p>Ask participants to identify any situations in which learning was impacted upon as a result of the differing cultures of participants. Encourage participants to share their experiences.</p> <p>Provide Resource 5: Linking 'language' and 'culture'.</p> <p>Ask participants to read Resource 5. In small groups discuss the stimulus questions:</p> <ul style="list-style-type: none"> • What are the implications for learning in general of linking 'language' and 'culture' in the way outlined above? • What are the implications for language learning of linking 'language' and 'culture' as outlined above? <p>Report one major discussion point from each group.</p>	<p>Resource 5</p>
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Understandings of culture

- High culture – the achievements of a society in terms of most esteemed forms of literature, art, music
- Culture as behaviour – the set of shared meanings or the ways people agree to behave, act, respond
- Culture as ways of thinking – modes of perceptions, beliefs and values
- Culture as language – the inextricable link between language and culture

Adapted from Liddicoat, A. 2004, *National Training, Asian Languages Professional Learning Project Phase 1*, Melbourne: Asia Education Foundation and Brisbane Catholic Education 1999. *Cultural literacy across the curriculum. A framework*. pp.7-8, Brisbane: Author.

Definition of culture

Expressed most simply, culture means ‘the way we see and do things’. Culture is the set of shared meanings or the ways people agree to be (behave, act, respond) in order to respond to new and familiar situations in their lives. Culture becomes the filter through which people interpret reality and perceive their future. As such, any particular culture represents a coherent but distinctive way of looking at the world.

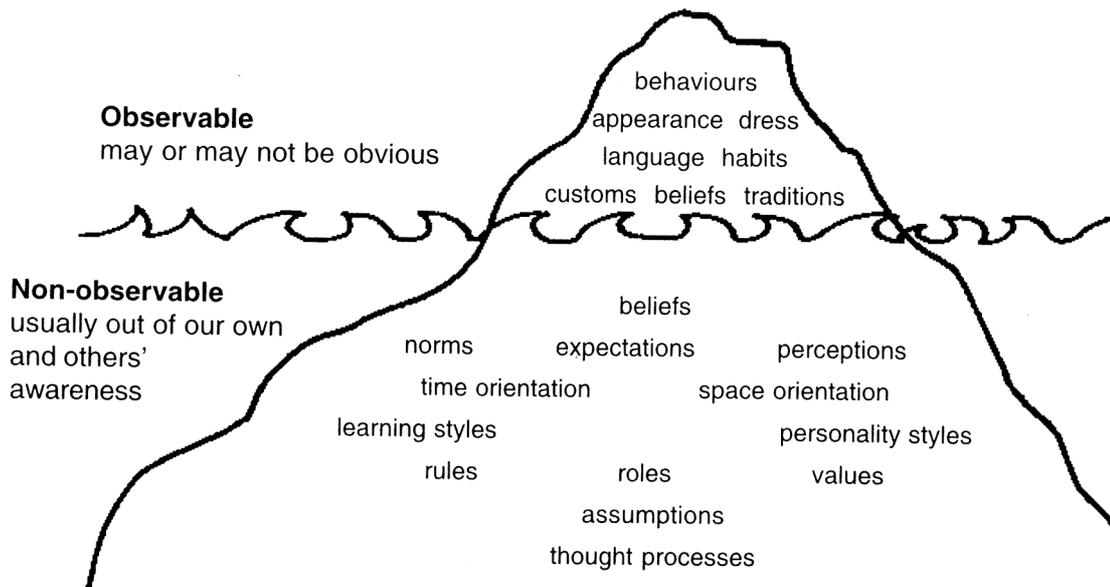
Brisbane Catholic Education 1999. *Cultural literacy across the curriculum. A framework.* pp.7-8. Brisbane: Author.

Definition of intercultural understanding

Intercultural understanding is the ability to participate and negotiate with people in a variety of contexts. Participating and negotiating with people requires an ability to know and understand ‘your’ culture, ‘another’s’ culture and have skill in working between your own and another’s culture.

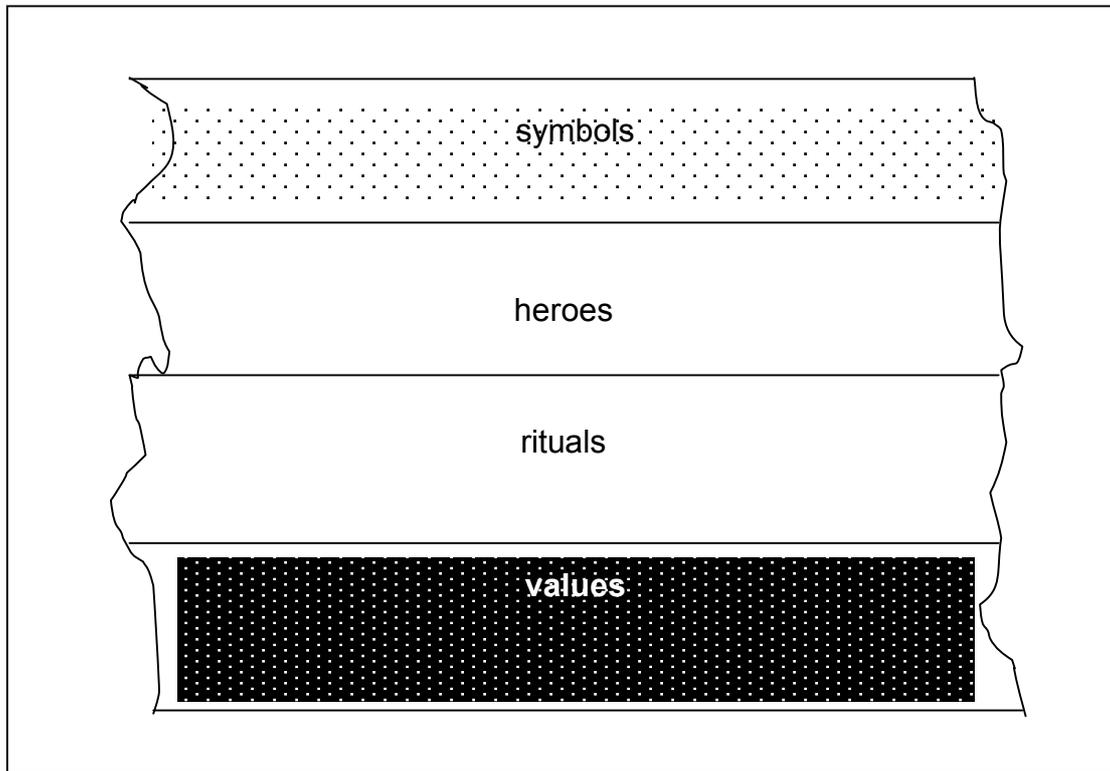
Adapted from Brisbane Catholic Education 1998 *Cultural literacy and languages: A position paper.* p.4. Brisbane: Author.

The iceberg model of culture



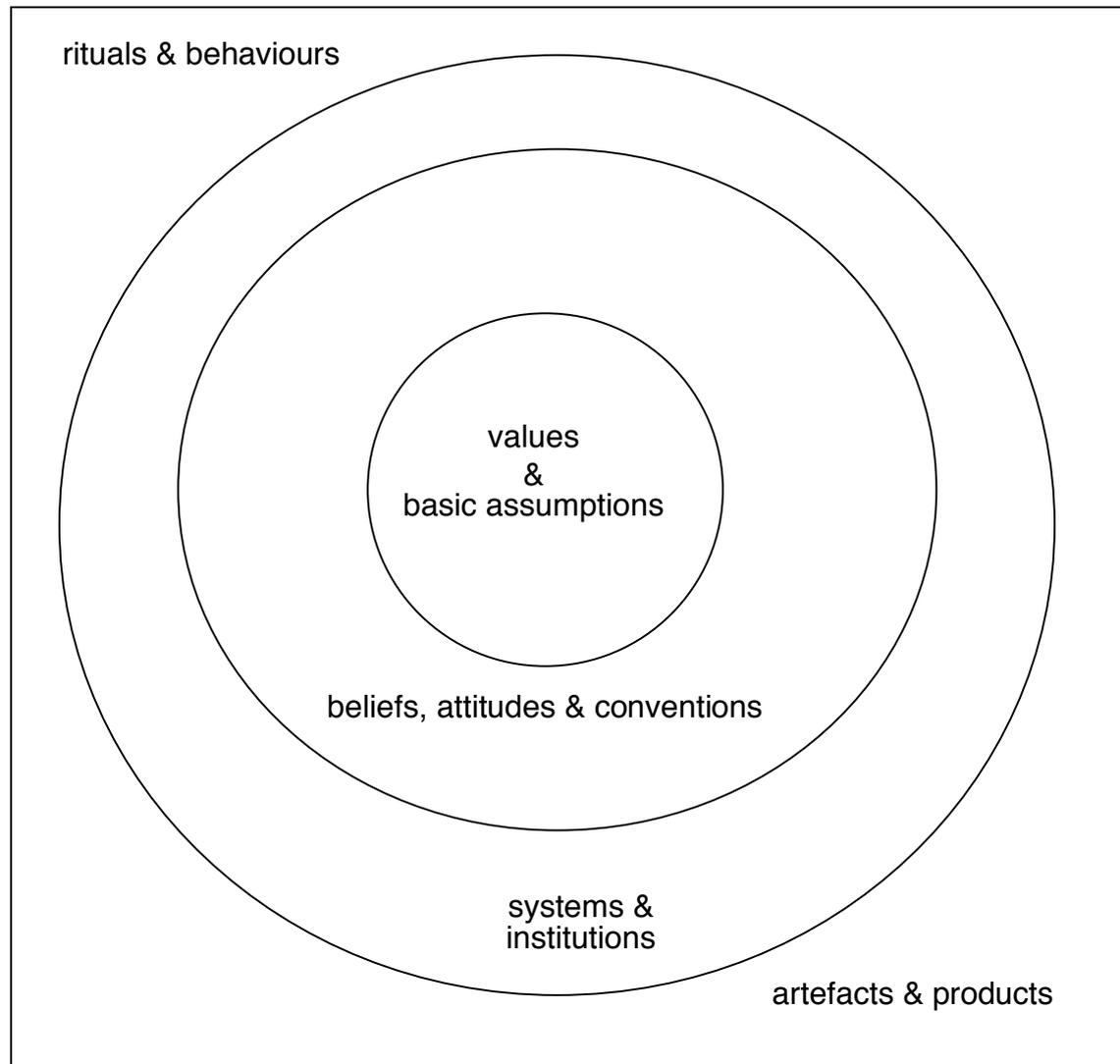
Brisbane Catholic Education 1998. *A Position Paper on Cultural Literacy and Languages*. p. 4. Brisbane: Author.

The layer model of culture



Adapted from Hofstede, G. 1991. *Cultures and organisations: software on the mind*. London: McGraw-Hill

The onion-ring model of culture



Adapted from Helen Spencer-Oatey; model of culture access on http://stephan.dahl.at/intercultural/layers_of_culture.html (last accessed 22/09/2005)

Linking 'language' and 'culture'

Intercultural language learning involves the fusing of language, culture and learning into a single educative approach. It begins with the idea that language, culture and learning are fundamentally interrelated and places this interrelationship at the centre of the learning process. This not only reformulates what it means to teach a language, but also provides new and richer ways of linking languages to other learning areas. The concepts of 'language', 'culture' and 'learning' are therefore central to the design of the languages curriculum, and importantly, of the curriculum as a whole.

Intercultural language learning involves developing with learning an understanding of their own language(s) and culture(s) in relation to an additional language and culture. It is a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognised, mediated and accepted.

Liddicoat, A.J., Scarino, A., Papademetre, L. & Kohler, M. 2003, *Report on intercultural language learning*, Canberra: Commonwealth Department of Education, Science and Training, p. 43.

Stimulus questions

- What are the implications for learning in general of linking 'language' and 'culture' in the way outlined above?
- What are the implications for language learning of linking 'language' and 'culture' in the way outlined above?

Session 3

Intercultural understanding

Purposes:

- To explore identity, as culturally constructed and multilayered, as an aspect intercultural understanding

Time	Activity/Input	Resources required
10 minutes	<p>Exploring cultural identities</p> <p>Provide Resource 6: Our culture.</p> <p>Ask participants to read the Resource. Invite comment and highlight that intercultural understanding begins with exploring and understanding 'own' culture. Central to the discussion is being able to clearly understand that our culture has ways of behaving, thinking, valuing, acting that are perceived as usual.</p> <p>Emphasise that 'usual' is culturally determined. As individuals we make decisions about the aspects of our cultural experiences, skills and knowledge with which we identify. An example could be the practices related to school. 'Usual' teacher behaviours and 'usual' student behaviours in Australian classrooms are conditioned by 120 years of social conditioning and expectations.</p> <p>In small groups, participants are asked to identify situation/s in which it may now seem obvious that behaviour is culturally constructed but at some other time in their life seemed to be usual.</p> <p>As a whole group share examples from small group discussion.</p> <p>Refer to OHT 4: Lenses on difference. Invite comment about the extent to which some of the factors on the OHT impacted on the previous discussion. An example can be behaviours that may have been impacted upon by gender perceptions commonly held</p>	<p>Resource 6</p> <p>OHT 4</p>

	<p>at that time that would not be held by the same group of people today. Therefore our own cultural identities vary according to context and to time.</p> <p>Provide Resource 7: Reflective writing: cultural identities. Ask participants to consider the layers of their own cultural identities. Suggest one option might be to do a self-portrait and identify important cultural considerations in their identity.</p>	Resource 7
20 minutes	<p>Multi-layered cultural identity</p> <p>Explain that without explicit teaching, acknowledging different frames of reference for something that is not part of a learners experience and understanding that ‘usual’ can vary from person to person, culture to culture, will not be understood. If we are attempting to develop capacities in which individuals are able to participate and negotiate then individuals need to be able to engage with a variety of ‘usuals’.</p> <p>The following activity is drawn from <i>Australia Kaleidoscope</i>. The purpose of the activity is to engage participants in thinking about identity, the various impacts on identity formation and to recognise similarity and difference of experience in cultural identity formation. In this case the activity is being used as an adult learning activity, however it may have application for some classrooms, ideally for students in upper primary or middle years of schooling.</p> <p>Provide Resource 8: Exploring multilayered cultural identities.</p> <p>Ask participants to write a range of words that come to mind when they look at the image (<i>Australia Kaleidoscope</i> p. 50).</p> <p>In pairs, participants share their words and consider commonalities.</p> <p>Refer to OHT 5: Exploring multilayered cultural identities.</p>	<p>Resource 8</p> <p>OHT 5</p>

	<p>Seek responses from participants to the following questions:</p> <ul style="list-style-type: none"> • What were some of the common words or ideas that came to mind? • Why do you think these words came to mind? • What assumptions have we begun to make about the person in the photo? • Is there anything we can say for certain simply by looking at the photograph? <p>Participants read Aisha’s story ‘<i>Aisha Novakovic: a campaigner for peace and harmony</i>’ (pp. 50-53). Ask participants to reflect on previous responses. Ask participants to share their responses and assumptions.</p> <p>OHT 6: Coding connections.</p> <p>Explain the coding system and then ask participants to read through the text about Aisha, using sticky notes to label the text with the suggested coding system.</p> <p>Ask participants to form small groups and share some of their connections. Invite each group to explore any connections between their own experience and Aisha’s experience.</p> <p>Additionally, ask participants to identify what they believe are the multilayered aspects of Aisha’s life.</p> <p>Share one major point from each group.</p>	<p><i>Australia Kaleidoscope</i></p> <p>OHT 6</p> <p>Yellow sticky notes</p>
5 minutes	<p>Identity and intercultural understanding</p> <p>Refer participants to Session 2: Resource 1. In small groups, ask participants to consider the major teaching implications emerging from this session.</p> <p>Lead the discussion so that participants are able to identify culture as being multi-faceted and multilayered formed through individual experience. Participants may also be able to identify that many people are able to successfully work across a variety of cultures already, such as the culture of <i>school</i> and the culture of the <i>sporting field</i>. This programme</p>	Resource 1

	<p>seeks to identify and enhance those skills so that they are useable in situations where the aspects of culture being mediated and negotiated are very different.</p> <p>As a whole group, share major points from small group discussion.</p>	
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Lenses on difference

Reflections on your cultural identities	Gross demographics	Sub-cultural attributes
<ul style="list-style-type: none"> • Where were you/your parents born? • How do these places/cultures influence who you are? • What have you chosen to affiliate with? • How has this changed /evolved? • How might this idea of yourself change in the future? 	<ul style="list-style-type: none"> • Gender • Age • Ethnicity/Race • Locale • Socio-economic group • (Dis)ability 	<ul style="list-style-type: none"> • Experiences • Interests • Values • Orientation • Communication style • Thinking style • Interpersonal style

Adapted from Kalantzis, M., Cope, B., & the Learning by Design Project Group. 2005. *Learning by Design*. p.46. Melbourne: Victorian Schools Innovation Commission in Association Common Ground Publishing

Exploring multi-layered cultural identities

A picture paints a thousand words

- What were some of the common words or ideas that came to mind?
- Why do you think these words came to mind?
- What assumptions have we begun to make about the person in the photo?
- Is there anything we can say for certain simply by looking at the photo?

Source: Hamston, J. & Murdoch, K. 2004, *Australia Kaleidoscope*, Melbourne: Curriculum Corporation, p. 54.

Coding connections: text to self, text to text, text to world

TS Text to self: anything in the text that reminds them of themselves, something in their own lives or own experiences

TT Text to text: any part of the text that reminds them of something else they have read or seen (maybe a book, film, article, photo, etc.)

TW Text to world: any part of the text that reminds them of similar issues or events in the local or global context

Coding Connections

- Individually, read through text
- As you read, mark the text with appropriate codes from coding connections

Hamston, J. & Murdoch, K. 2004, *Australia Kaleidoscope*, Melbourne: Curriculum Corporation, p. 55

Our culture

Invisibility of culture

Because our own culture is transparent to us, we naturally believe that our perceptions are ‘the way things really are’, whereas the mannerisms, behaviours and values of theirs we attribute to their ‘culture’. Students need to recognise that they have a culture before they can be open to new frames of reference – or at the very least, to recognising that there are other frames of reference.

Phillips, E. 2001. *IC? I see! Developing learners' intercultural experience*.
LOTE CED Communiqué, p.2. <http://www.sedl.org.loteced>

Reflective Writing: Cultural Identities

Consider your own cultural identity. Write or draw your understanding of **your** cultural identity.

It may be useful to identify a situation which, when you reflect upon it now, seems obvious that your behaviour was culturally constructed but at the time seemed to be usual.

Exploring multi-layered cultural identities

A picture paints a thousand words



Source: Hamston, J. & Murdoch, K. 2004, *Australia Kaleidoscope*, Melbourne: Curriculum Corporation, p.50.

	<p>whether the processes used incorporate the definition of culture used in this professional learning programme.</p> <p>Participants reread Resource 1. As a whole group, brainstorm specific attributes of culture. The list generated by participants should resonate with OHT 7.</p> <p>Refer to OHT 8: Culture is...</p> <p><i>Option 1 – Working on paper and with participant movement</i></p> <p>In this option, responses will be shared through a gallery walk sharing of the A3 sheets.</p> <p>Participants form small groups (4-5 people) around one of the dot points from OHT 8. Each group has one copy of Resource 10: Culture is ... A response, enlarged to A3.</p> <p>Ask each group to discuss the meaning and implications of <u>one</u> of the four statements, using the following questions:</p> <ol style="list-style-type: none"> 1. What does this concept mean? 2. To facilitate understanding of this concept by learners, what should we consider in relation to: <ul style="list-style-type: none"> • Our own understanding, skills and attitudes? • The selection of tasks? • The selection of texts? • Classroom climate? 3. What is the role of discourse used by educators and learners in the development of this concept? <p>When complete, blu tac/affix each A3 sheet to an appropriate wall/surface. Participants can move around each response and read and discuss. If there are multiple groups responding to the same dot point from OHT 7, place them near one another.</p> <p>Return to seat and as a whole group discuss the dot points and the responses.</p>	<p>Resource 1</p> <p>OHT 8</p> <p>Resource 10, enlarged to A3</p> <p>Blu tac</p>
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	<p><i>Option 2 – Working on OHT and participants remaining seated</i></p> <p>This option could be useful where wall space is limited. The process is similar to Option 1, except responses are ultimately shared through OHT rather than gallery walk.</p> <p>Participants form small groups (4-5 people) around one of the dot points from OHT 7. Each group has one copy of Resource 10: Culture is ... A response as an OHT.</p> <p>If there are multiple groups responding to the same dot point from OHT 7, small group respond on an A3 sheet to begin. Form a larger group, sharing responses and developing a shared response for OHT.</p> <p>Ask each group to discuss the meaning and implications of <u>one</u> of the four statements, using the following questions:</p> <ol style="list-style-type: none"> 3. What does this concept mean? 4. To facilitate understanding of this concept by learners, what should we consider in relation to: <ul style="list-style-type: none"> • Our own understanding, skills and attitudes? • The selection of tasks? • The selection of texts? • Classroom climate? 4. What is the role of discourse used by educators and learners in the development of this concept? <p>Discuss the dot points and the responses.</p>	<p>Resource 10 as an OHT OHT pens</p> <p>Resource 10, enlarged to A3 (if needed)</p>
30 minutes	<p>Culture as Dynamic</p> <p>The following three activities explore how various texts can be used to develop tasks that support the understanding of culture as dynamic.</p> <p><i>Options</i> Depending on time and the size of the whole group, the facilitator may decide to:</p> <ul style="list-style-type: none"> • Divide participants into smaller groups, with each group undertaking one activity for a longer period of time (potential to focus on resources 	

	<p>appropriate to participants own teaching context); or</p> <ul style="list-style-type: none"> • Offer each activity for a shorter period of time to the whole group as part of a rotational series of activities; or • Depending on availability of resources, each activity could be set up as a learning centre activity, particularly if participants are undertaking each activity. <p><i>Activity 1 (Suitable for teachers in Secondary Years of Schooling)</i></p> <p>Distribute Chart 10 from the <i>Inspirations</i> series Jingdezhen Ware (China).</p> <p>Divide participants into groups of 4-5 and ask them to look at the two images. Instruct them not to read the teachers' notes on the back of the chart, for the moment.</p> <p>Provide Resource 11: Images from a Culture.</p> <p>As participants to respond to the following questions:</p> <ul style="list-style-type: none"> • What can you say about these images? • What might the objects be? • What is similar? What is different? • What do the images make you think of, or remind you of? <p>In small groups participants reflect on whether, and if so how, this resource could be used in classrooms.</p> <p>Chart 6 from the <i>Inspirations</i> series – Brown Madonna – could be used as an alternative or additional task similar to the above.</p> <p>Ask one participant from each group to share two findings with the whole group about the ways in which culture is presented as dynamic.</p> <p>If participant group is made up of teachers from a variety of teaching contexts across primary and secondary, identify source texts</p>	<p><i>Inspirations</i> Series Chart 10 and/or Chart 6</p> <p>Resource 11</p>
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	<p>and/or activities that incorporate similar processes suitable for students in their situation.</p> <p><i>Activity 2 (Suitable for teachers in Primary Years of Schooling)</i></p> <p>Distribute copies of <i>The Really Big Beliefs Project</i> text.</p> <p>Provide Resource 12: Questions about beliefs.</p> <p>Ask participants to choose one belief from <i>The Really Big Beliefs Project</i> text and respond to the following points, as listed on Resource 12:</p> <ul style="list-style-type: none"> • Reflect on what you know of the belief • How you and/or other people live out beliefs/faith? • What are the similarities/differences and why? • How has the author of this text chosen to represent the belief system • What do you need to be mindful of in using texts and constructing tasks about beliefs? <p>In small groups ask participants to reflect on how this resource could be used.</p> <p>Ask one participant from each group to share two findings with the whole group about the ways in which culture is presented as dynamic.</p> <p>If the participant group is made up of teachers from a variety of teaching contexts across primary and secondary, identify source texts and/or activities that incorporate similar processes suitable for students in their situation.</p> <p><i>Activity 3 (Suitable for teachers in Secondary Years of Schooling)</i></p> <p>Distribute copies of the <i>Film Asia</i> text.</p> <p>Ask if any participants have viewed the film <i>Chicken Rice War</i>. Invite those that have to</p>	<p><i>The Really Big Beliefs Project</i> text</p> <p>Resource 12</p> <p><i>Film Asia</i> text</p>
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	<p>give a short description of the film.</p> <p>Ask participants to read the explanation of the film <i>Chicken Rice War</i> on pages 2-4 of <i>Film Asia</i>.</p> <p>Read the activities suggested on page 6: 'Culture Clash' and 'Values'.</p> <p>In small groups, discuss how the tasks suggested could support an understanding of culture as dynamic.</p> <p>Ask one participant from each group to share two findings with the whole group about the ways culture is presented as dynamic.</p> <p>Return to the whole group. In conclusion to these activities, discuss the following:</p> <ul style="list-style-type: none"> • What is the effect of stereotypes? • What are some ways of deconstructing stereotypes? 	
10 minutes	<p>Identifying skills and capacities necessary to work with a variety of learners.</p> <p>Explain to participants that the purpose of this activity is to identify skills and capacities necessary for a teacher/educator when working with a variety of learners in developing intercultural understanding.</p> <p>Consequently they need to identify what skills they currently have, where their development needs are, and identify appropriate ways to develop further skills.</p> <p>Ask participants to identify whether any particular skills and capacities necessary for the teacher became evident during the previous activities. If so, does that contribute to their understanding of themselves as a learner.</p> <p>Provide Resource 13: Self as a Learner.</p> <p>Ask participants to individually journal</p> <ul style="list-style-type: none"> • the skills they currently have, such as openness and respect • where they need to develop, such 	Resource 13

	<p>as engaging with more cultures</p> <ul style="list-style-type: none"> • how they might develop the skills, such as study or travel. <p>Ask participants to suggest ways to best address the range of understandings and possible sensitivities amongst learners to ensure that all are included and their views are valued.</p> <p>Form groups of four and share the skills and capacities identified.</p> <p>One person from each group reports the most significant findings to the whole group.</p> <p>Highlight major connections to the purpose of the sessions – that developing intercultural understanding is based on a dynamic view of culture and cultures are socially constructed through lived experience. Teaching approaches to culture have been varied and many promoted a static view. However, there are many contemporary resources available that enable teachers and learners to engage with a dynamic, multi-layered view of culture. Use of dynamic approaches to culture requires teachers to see themselves as learners at various stages and to engage in appropriate professional learning.</p>	
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Where have we been?

Traditional culture:

- focus on ‘high culture’, especially literature
- focus on prestigious examples of cultural works
- produce focus
- often separated from ‘language’

Culture studies:

- focus on history, geography, religion, food, festivals, institutions, etc.
- emphasis on factual knowledge
- emphasis on ‘exotic’
- produce focus
- often separated from ‘language’

Culture as practices:

- focus on shared practices of a group
- emphasis on factual knowledge about how these practices are enacted
- emphasis on traditional practices over contemporary ones
- produce focus
- may be separated from ‘language’

Common elements

- culture is presented as monolithic: ‘the culture’
- cultural knowledge is factual and external to the learner
- the culture learnt is that of the other: emphasis on exoticism
- the culture being studied is separated from the learner’s culture
- language is often marginalised in culture learning

Source: Liddicoat, A. 2004, *National Training, Asian Languages Professional Learning Project Phase 1*, Melbourne: Asia Education Foundation

Culture is...

- **Culture is multifaceted, variable and dynamic**

- **Culture is created through interaction rather than a pre-existing construct**

- **Culture is fundamentally related to our understanding of who we are**

- **Culture learning involves reflection of the self, the other and one's own reactions to both**

1. What does this concept mean?

2. To facilitate understanding of this concept by learners, what do we need to consider in relation to:
 - Our own understanding, skills and attitudes?
 - The selection of tasks?
 - The selection of texts?
 - Classroom climate?

3. What is the role of discourse used by educators and learners in the development of this concept?

Static and dynamic views of culture

Static view of culture

The static view of culture treats cultural knowledge as either facts or authentic materials/text/realia. We learn information about a country or people, their lives, their history, their institutions, their customs, or we learn about cultural icons these people have produced, such as their literature, their art, their architecture, or their music. In each case, a cultural lesson is viewed as teaching pieces of information about culture, and are often separated from the language.

Dynamic view of culture

A dynamic approach to culture involves seeing cultures as a set of practices in which people engage in order to live their lives. These practices are variable and changing. Not everyone within a culture does everything in exactly the same way. Instead, the practices represent a framework which people use to structure and understand their social world and communicate with other people. As such, culture is not about information and things; it is about actions and understanding.

Source: Liddicoat, A. 2004, *National Training, Asian Languages Professional Learning Project Phase 1*, Melbourne: Asia Education Foundation

Culture is... A Response

Culture is ...

(insert statement from OHT 7)

Responses to questions ...

Images from a culture

That's inspirational!

- What can you say about these images?
- What might the objects be?
- What is similar? What is different?
- What do the images make you think of or remind you of?

Questions about beliefs

A really big belief

1. Reflect on what you know of the belief
2. How you and/or other people live out beliefs/faith?
3. What are the similarities/differences and why?
4. How has the author of this text chosen to represent the belief system?
5. What do you need to be mindful of in using texts and constructing tasks about beliefs?

Self as learner

SELF
What skills, knowledge or capacities do I currently possess?

SELF
What skills, knowledge or capacities do I
need to develop?

SELF
How might I develop these skills, knowledge or capacities?

Session 5

Making Pedagogical Connections

Purposes:

- To explore the use of pedagogical principles for developing intercultural understanding
- To examine links with a range of national initiatives and State/Territory curriculum frameworks

Time	Activity/Input	Resources required
20 minutes	<p>Pedagogical principles for intercultural understanding</p> <p><i>Option 1 – Understanding principles and pedagogy through group discussion</i></p> <p>Provide Resource 14: Principles and pedagogy.</p> <p>Participants read Resource 14.</p> <p>Explain that these principles are based on the pedagogical principles for intercultural language learning, which connect to pedagogy across learning areas, in particular languages.</p> <p>Emphasise the importance of intercultural exploration in which students actively interact with other attitudes, beliefs and behaviours, rather than simply be exposed to and analyse information.</p> <p>Divide participants into five (5) groups. Allocate each group one pedagogical principle for intercultural understanding.</p> <p>Refer to OHT 9: Questions about the pedagogical principles</p> <p>In groups, participants respond to the following questions.</p> <ol style="list-style-type: none"> 1. What are the important aspects of the principle and its associated pedagogy? 2. What aspects of the principle are already part of your current practice? Give 	<p>Resource 14</p> <p>OHT 9</p>

	<p>specific examples of classroom tasks or interactions.</p> <p>3. What opportunities does this principle present to engage in learning where culture is seen as dynamic, multilayered and socially constructed through lived experience?</p> <p>4. How does this principle contribute to developing intercultural understanding?</p> <p>Ask for any feedback from the whole group.</p>	
<p>20 minutes (alternative)</p>	<p>Pedagogical principles for intercultural understanding (alternative)</p> <p><i>Option 2 – Understanding principles and pedagogy through <u>Getting started with intercultural language learning</u></i></p> <p>Refer to OHT 10: Overview of ALPLP</p> <p>Provide a context for the document through an overview of the Asian Languages Professional Learning Project. Direct participants to page 4 of <i>Getting Started with Intercultural Language Learning</i>.</p> <p>Describe the legend of keys icon representing theory and house icon representing teacher experience.</p> <p>Refer to OHT 11: Questions about the pedagogical principles from Getting started with IcLL.</p> <p>Participants will be engaged in discussions drawn from pages 19-29 of document.</p> <p>Divide participants into five (5) groups, each group allocated one pedagogical principle for intercultural understanding listed on page 19. Alternatively, allocate a principle to already constructed groups.</p> <p>Each group reads page 19 and the two pages (eg 20-21 or 22-23 or 24-25, etc)</p> <p>Ask for any feedback from the whole group.</p>	<p><i>Getting Started with Intercultural Language Learning</i></p> <p>OHT 10</p> <p>OHT 11</p>
<p>30 minutes</p>	<p>Pedagogical principles in practice</p> <p>Outline that this section involves putting the</p>	

	<p>principles into practice using particular materials as exemplars.</p> <p>The process of engaging with the principles in practice will be the same across all texts. Therefore it may be useful to model the process with one of the texts.</p> <p>As the purpose of the session is to engage participants in identifying classroom practices that develop intercultural understanding, it is important that they work with a resource that is appropriate for their context either in terms of curriculum area or age of learner.</p> <p><i>Exemplar Model – Film Asia – Monsoon Wedding</i> Refer to OHT 12: Engaging with texts</p> <p>Identify that in smaller groups, around another resource of their choosing, participants will respond to questions on OHT 11. This will be a modelled process using <i>Film Asia</i>.</p> <p>Show text <i>Film Asia</i>. Identify any participants who know of text and who have used text.</p> <p>Show pp vi and vii containing Introduction. Highlight Background notes and Activities as important sections to read. Identify that the background notes have been written for both students and teachers. Identify that activities have be written to students.</p> <p>Show Summary of films. Highlight page xii which shows Studies of Asia emphases and page xiii which explains film terms.</p> <p>Explain that one film will be focussed on – Monsoon Wedding. In the small group activity, participants will be directed to specific pages or asked to make a selection from the text.</p> <p>Read activity on p77 – Before viewing. Focus on question 3.</p> <p>Show opening credits.</p> <p>Read activity on p77 – Longer shots. Focus on question 1. Participants answer question.</p>	<p><i>Film Asia</i></p> <p>OHT 12</p> <p>DVD/Video Player</p> <p>DVD or Video copy of <i>Monsoon Wedding</i></p>
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	<p>Participants familiarise themselves with the text and discuss possibilities for using the text in their own situation.</p> <p>Participants identify ways of using the text that incorporates the pedagogical principles of intercultural understanding.</p> <p>Provide Resource 15: Principles and pedagogy in connection to texts.</p> <p>Using Resource 15, participants record their discussion.</p> <p>As a whole group, share observations about using the texts and developing classroom tasks that promote incorporation of the pedagogical principles. The purpose is not to share specific examples from the various texts, rather to share participant reflection on the use of any text and what teachers need to do to enable learners to develop intercultural understanding.</p> <p>Participants may be interested in a variety of resources. Make available the recorded ideas for perusal at break time.</p>	Resource 15
15 minutes	<p>Exploring links with national initiatives and State/Territory curriculum frameworks</p> <p>Divide participants into five groups and provide each group with a copy of one of the documents listed below, or with Resource 16: Links with national initiatives, which gives excerpts from the documents.</p> <ul style="list-style-type: none"> • Adelaide Declaration: National Goals for Schooling in the 21st Century, MCEETYA (1999) (http://www.mceetya.edu.au/adeldec.htm) • National Statement for Engaging Young Australians with Asia in Australian Schools Australian Government, p 9,10. http://www.asiaeducation.edu.au/ • National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005- 	Resource 16 National policies and initiatives listed on Resource 16 (optional)

	<p>2008 http://www.mceetya.edu.au/public/languageeducation.htm)</p> <ul style="list-style-type: none"> • Australian Government, National Framework for Values Education in Australian Schools http://www.valueseducation.edu.au/values) • Teaching and Learning History in Australia's Schools - a Statement on the Teaching and Learning of History produced by the National Centre for History Education http://www.hyperhistory.org/index.php?option=displaypage&Itemid=664&op=page <p>Ask participants to consider how these documents support the significance of the development of intercultural understanding. Ask one person from each group to present a summary of the key points to the whole group.</p> <p>In particular, focus on the Statement 'Engaging Young Australians with Asia in Australian Schools' by asking participants to draw out its key messages regarding the importance of intercultural understandings. Ask participants to consider how they might make use of the Statement with their colleagues.</p> <p>Now ask participants to form groups and consider if/how local curriculum frameworks emphasise the significance of developing intercultural understanding and make specific reference to the areas of Languages, English, Arts and SOSE/HSIE.</p> <p>In these groups, identify concepts, skills and supporting ideas related to intercultural understanding in the curriculum framework for their State/Territory.</p> <p>One participant from each group reports back to the whole group.</p>	
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Questions about the pedagogical principles

1. What are the important aspects of the principle and its associated pedagogy?
2. What aspects of the principle are already parts of your current practice? Give specific examples of classroom tasks or interactions.
3. What opportunities does this principle present to engage in learning where culture is seen as dynamic, multilayered and socially constructed through lived experience?
4. How does this principle contribute to developing intercultural understanding?

Overview of ALPLP

The Asian Languages Professional Learning Project (ALPLP)

AIMS

The ALPLP provided educators with opportunities to:

- Improve their skills and understanding in Languages pedagogy, particularly IcLL
- Become familiar with current research developments and resources in the field
- Be able to apply new knowledge and understanding with confidence in the classroom and school
- Strengthen connections between Languages programmes and other areas of the curriculum

PHASE 1

Teachers of Asian languages explored the concepts, principles and implication of IcLL in the Languages classroom.

PHASE 2

Phase 2 focused on whole school support for Asian languages and strengthening the connections between Languages and other areas of the curriculum, particularly through intercultural learning. This Phase was designed for teachers of Asian languages, school leaders and teachers of other curriculum areas.

**Questions about the pedagogical principles
from *Getting started with IcLL***

1. What are the important aspects of the principle and its associated pedagogy?

2. What opportunities were exploited by teachers in the case studies to engage in learning where culture was seen as dynamic, multilayered and socially constructed through lived experience?

3. What opportunities exist in your context where it would be possible to further incorporate the principle through appropriate pedagogy? Elaborate with specific examples.

Engaging with texts

Familiarise yourself with the text

- Have you seen the text before? Have you used the text before?
- Identify the purpose of the text (by reading the Introduction or Overview)
- Identify the layout and sequencing of the text (by reading the Contents and flipping through the text)
- Read small samples from a variety of pages

Discuss possibilities for using the text in your situation

- Brainstorm a variety of tasks that could learners be engaged in

or

- Identify where the text could be used

Identify the link to pedagogical principles for intercultural understanding

- Which principle/s does use of the text facilitate?
- What does the teacher need to in order to enable learning in the way intended
- Record your responses on Resource 15

Principles and pedagogy

Pedagogical principles for intercultural understanding

Principle	Application	Elaboration
<p>1 Active construction</p> <p><i>Learning involves the purposeful and active construction of knowledge within a socio-cultural context of use.</i></p>	<p>Exploring culture through active engagement</p> <p>Developing a personal, intercultural space with multiple dimensions</p>	<p>Learners:</p> <ul style="list-style-type: none"> Participate in a range of tasks in which they discover and create meaning in interaction with people, texts and technologies Develop personal ways of responding to linguistic and cultural difference Explore the culturally conditioned nature of human behaviour <p>Teachers:</p> <ul style="list-style-type: none"> Support students in making connections in their learning Encourage interaction with peers and other Encourage 'noticing' Give time for formulating questions, observing, discovering, discussing and experimenting Select / design tasks that stimulate student interest and extend their thinking about language and culture
<p>2 Making connections</p> <p><i>Learning is based on previous knowledge and requires challenges to initial conceptions that learners bring. The challenges lead to new insights through which learners make connections, to reorganise and extend their existing framework of knowledge.</i></p>	<p>Comparing languages and cultures and drawing connection and building the relevant bridges between home and target language and culture</p>	<p>Learners:</p> <ul style="list-style-type: none"> Develop ways to re-think their initial conceptions, to transform themselves (identity) and their knowledge Combine learning of language and culture with learning across the curriculum Develop a growing understanding of language, culture and values and their interdependence <p>Teachers:</p> <ul style="list-style-type: none"> Begin tasks with understanding that learners bring from home or their local community; draw upon the diversity of their learners Provide scaffolding through interactive questioning, instruction, resources, technologies Offer alternative explanations

		<ul style="list-style-type: none"> • Encourage learners to observe, predict, compare, explain, integrate, inquire • Encourage interaction and connections across texts and contexts • Show learners how bridges are made
<p>3 Social interaction <i>Learning is social and interactive.</i></p>	<p>Communicating across linguistic and cultural boundaries and recognising them as boundaries and why they are constructed</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Engage in interactive talk and questioning with the teacher and others through which they are encouraged to notice forms, processes, and strategies in the context of tasks • Work towards reciprocal relationships, directly exploring more than one culture, conceptual systems, sets of values, linguistic and culture boundaries; seeing their own and others' cultures in a comparative light • Recognise that social interaction is central to communication <p>Teachers:</p> <ul style="list-style-type: none"> • Promote social involvement of all learners • Value and promote discussion, thinking, inquiry, experimentation • Listen to and build upon student responses • Guide conversation to include learners' views, judgments, rationales • Draw upon multiple ideas, knowledge, beliefs, values, behaviours
<p>4 Reflection <i>Learning involves becoming aware of the processes underlying thinking, knowing and learning through conscious awareness and reflection.</i></p>	<p>Reflecting critically and constructively on linguistic and cultural differences and similarities, and question dichotomies</p> <p>Reflecting critically and constructively on their own intercultural behaviour</p> <p>Articulating the multiple</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Reflect critically on language, culture, knowing, and learning • Develop the capability to reflect on and engage with difference, developing ways of modifying behaviour • Monitor their own production and the effects of their own production on others • Question stereotypes • Develop a metalanguage for discussing the relationship between language and culture • Understand the need for that metalanguage development

	dimensions of their own intercultural space and identity	<p>Teachers:</p> <ul style="list-style-type: none"> • Encourage new learning through language and about language • Promote reflection on linguistic and cultural concepts • Create an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discuss goals, processes, judgments with learners • Provide clear and accurate feedback • Foster the development of intercultural sensitivity
<p>5 Responsibility</p> <p><i>Learning depends on learners' attitudes and dispositions to learning.</i></p>	<p>Accepting responsibility for contributing to successful communication across languages and cultures</p> <p>Accepting responsibility for developing an intercultural perspective</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Seek and respond to feedback on their own learning • Take responsibility for their own learning • Show willingness to interact with people from diverse languages and cultures • Develop awareness of the validity of diverse value and conceptual systems • Recognise the need to decentre from their own cultural perspective • Understand the naturalness of multiple perspectives <p>Teachers:</p> <ul style="list-style-type: none"> • Support the setting of personal goals • Foster engagement with difference • Foster awareness of generalisations (i.e. 'cultural reductionism') • Foster co-operative learning • Develop awareness of the ethical uses of knowledge • Encourage self-monitoring and self-assessment • Demonstrate understanding through personal attitudes and behaviours

Source: Liddicoat, A., Papademetre, L., Scarino, A. and Kohler, M., 2003, *Report on intercultural language learning*, pp.67-68 Canberra: Department of Education, Science and Technology.

Principles and pedagogy in connection to texts

Name of text: _____

Principle	Pedagogy
1. Active construction	Learners: Teachers:
2 Making connections	Learners: Teachers:
3 Social interaction	Learners: Teachers:
4 Reflection	Learners: Teachers:
5 Responsibility	Learners: Teachers:

Links with national initiatives

Adelaide Declaration: National Goals for Schooling in the 21st Century (1999)

Available at: <http://www.mceetya.edu.au/adeldec.htm>

Goal 1.3 *“all students have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives, and to accept responsibility for their own actions.”*

Goal 3.5 *“all students understand and acknowledge the value of cultural and linguistic diversity and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.”*

National Statement for Engaging Young Australians with Asia in Australian Schools

Australian Government, pp 9-10

Available at: <http://www.asiaeducation.edu.au/>

An Asia-engaged young Australian

By the end of their schooling young people would optimally know, understand and be able to:

Understand ‘Asia’

- explain what the term ‘Asia’ means, with some reference to geography, history, culture and the economy
- understand and appreciate something about the diversity of Asia’s peoples, environments, cultures, belief systems and societies
- understand the importance of the countries of Asia and their economic, strategic and cultural links with other countries in the world, particularly Australia.

Develop informed attitudes and values

- develop and communicate informed attitudes and behaviour towards Asian people, events, issues and lifestyles
- be aware of the plurality, interdependence and commonality of humanity
- understand, critically analyse and respond to stereotyped views of Asian peoples, cultures, societies and organisations

- recognise, understand and support the agreed values for Australian schooling with a particular focus on cooperation and mutual respect between the peoples of Australia and our neighbours in the Asian region
- participate in values clarification, ethical justification and social negotiation to support their confident participation in dialogue about Australia's future and Australia Asia engagement.

Know about contemporary and traditional Asia

- understand contemporary Asian societies, cultures, environments and beliefs, and current connections between the cultures and peoples of Asia and other parts of the world, including Australia
- explain the contributions cultures of Asia make to world heritage, traditions and human endeavour, including those in the arts, science, technology, philosophy, business, education, and religious and spiritual beliefs
- know about particular episodes, events and issues in the history of the Asian region that help explain why the region and its countries are as they are, and which have made significant contributions to world development and knowledge.

Connect Australia and Asia

- understand current trends and developments common to Australia, the region and the world
- identify and analyse contributions made to Australian society by Australians of Asian heritage and by Australians living and working in Asia
- understand how increasing cultural diversity through Asian immigration, tourism, investment and trade has influenced Australian society and culture
- be familiar with the history of Australia Asia engagement and its relationship to current and diverse expressions of friendship, cooperation and intermittent tensions.

Communicate

- develop intercultural skills and understandings to participate in, learn from, contribute to and engage confidently in diverse cultural environments at home and abroad
- confidently interact effectively with people of the Asian region both within and outside of Australia
- increasingly communicate in one or more Asian language

National Statement and Plan for Languages Education in Australian Schools 2005-2008

Australian Government, p. 3

Available at: <http://www.mceetya.edu.au/public/languageeducation.htm>

Education in a global community brings with it an increasing need to focus on developing intercultural understanding. This involves the integration of language, culture and learning. Intercultural language learning helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns. Learners will view the world, not from a single perspective of their own first language and culture, but from the multiple perspectives gained through the study of second and subsequent languages and cultures. For learners who study their background or heritage language, it provides a strengthened sense of identity.

Intercultural language learning contributes to the overall education of learners, developing in them the capabilities to:

- communicate, interact and negotiate within and across languages and cultures
- understand their own and others' languages, thus extending their range of literacy skills, including skills in English literacy
- understand themselves and others, and to understand and use diverse ways of knowing, being and doing
- further develop their cognitive skills through thinking critically and analytically, solving problems, and making connections in their learning.

Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world.

Nine Values for Australian Schooling

Australian Government (2005)

Available at: <http://www.valuededucation.edu.au/values>

1. Care and Compassion

Care for self and others

2. Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence

3. Fair Go

Pursue and protect the common good where all people are treated fairly for a just society

4. Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

5. Honesty and Trustworthiness

Be honest, sincere and seek the truth

6. Integrity

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

7. Respect

Treat others with consideration and regard, respect another person's point of view

8. Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

9. Understanding, Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Commonwealth History Project

The Australian Government supports the teaching of history in schools through the Commonwealth History Project (formerly known as the National History Project), funded with \$4.93 million over six years (2000-2006).

This includes funding for a National Centre for History Education; curriculum resources; an on-line teacher guide; and teacher professional learning in States and Territories. The National Centre for History Education at Monash University serves as an advocacy and information resource for the school history and history education communities. Its website (<http://www.hyperhistory.org/>) provides further information on all aspects of the Commonwealth History Project and disseminates the outcomes of national and international research in history education.

Teaching and Learning History in Australia's Schools - a Statement from the National Centre for History Education available on the National Centre website, notes that:

“Australian children, as citizens of a globalising world, need to understand how the challenges and changes we face today have come about.

... Located in the Asia-Pacific region, with a distinct and enduring indigenous culture and settled largely by Europeans, Australia is a unique nation. As globalisation intensifies, Australians' lives and Australia's interests are increasingly connected to the whole world. These connections create powerful and complex challenges. Young Australians need to investigate these regional and global connections and the challenges they create through studying history.”

(<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=664&op=page>)

Session 6

Developing Intercultural Understanding with Students and Staff

Purposes:

- To identify how to develop intercultural understanding in participants' own context
- To promote confidence in discussing intercultural understanding

Time	Activity/Input	Resources required
35 minutes	<p>Identifying intercultural understanding in own context</p> <p>It is important for participants to identify challenges/issues that will impact on their capacity to develop intercultural understanding in their school contexts. Previously, participants have identified their personal strengths and areas requiring development and identified ways in which the development might happen. The purpose of this session is to look at the broader context.</p> <p><i>Option 1 – Working with already identified challenges</i> This option is useful if time is limited.</p> <p>Participants work in small group (4-5 people). Provide each group with a scenario from Resource 17: Working for intercultural understanding.</p> <p>Provide A3 copy of Resource 18: Ways of responding to a challenge.</p> <p>Participants discuss the issue and identify what might be sources of the problem and brainstorm potential ways to overcome or respond to the issue. Record on Resource 18.</p> <p>Display response sheets. Participants use a gallery walk to view challenges and responses. Encourage participants to add to responses or to record suggestions for their</p>	<p>Resource 17</p> <p>A3 copies of Resource 18</p> <p>Blu Tac</p>

	<p>own situation.</p> <p><i>Option 2 – Working with participant-identified challenges</i></p> <p>In small groups (4-5 people), participants identify issues or challenges in their context. Record each issue on a separate yellow sticky note (one issue one sticky note).</p> <p>Each group place their sticky notes in a central location such as a wall. Participants cluster same issue or challenge together.</p> <p>When clustering is complete, participants read over the list of challenges. As a small group, participants select one issue that would be their top priority to respond to. Return to seats.</p> <p>Provide A3 copy of Resource 18: Ways of responding to a challenge</p> <p>Each group has selected one challenge. Use a hot potato strategy to rotate the issues around all participants. Record ways of responding to the challenge on Spend only 2-3 minutes on each challenge.</p> <p>Display response sheets. Participants use a gallery walk to view challenges and responses. Encourage participants to add to responses or to record suggestions for their own situation.</p>	<p>Yellow sticky notes</p> <p>A3 copies of Resource 18</p> <p>Blu tac</p>
5 minutes	<p>Identifying intercultural understanding in own context</p> <p>Refer to OHT 13: Sharing with students</p> <p>In order to further explore the development of intercultural understanding in participants' own contexts and the personal nature of this process, invite discussion about the following:</p> <ul style="list-style-type: none"> • What experiences, stories and images do you share with students? • What experiences, stories and images do students tell? How do you and their peers respond? • How does the choice of language in texts and used by teachers and students effect what messages 	OHT 13

	students receive and influence the development of intercultural understanding?	
20 minutes	<p>Promoting confidence in discussing ways to develop intercultural understanding</p> <p>Provide Resource 19: Elevator speech record sheet.</p> <p>Individually, or in pairs, participants prepare a three minute ‘elevator speech’, for example a brief report to a staff meeting, department or faculty meeting, or an impromptu discussion in the staff room or at a team meeting, etc.</p> <p>Participants draw on the following points:</p> <ul style="list-style-type: none"> • The main purposes for developing intercultural learning are... • I would describe intercultural learning as... • It is the same as my/our current practices in that... • It is different from current practices in that... <p>Alternatively, participants speak on aspects of classroom-based planning, including:</p> <ul style="list-style-type: none"> • Disciplinary/interdisciplinary content I would use • Pedagogies I would use • Language I would use; language I would encourage students to use • Texts/resources I would use • Intended outcomes. <p>Participants share their elevator speeches in groups of 4.</p>	Resource 19

Sharing with students

- What experiences, stories and images do you share with students?
- What experiences, stories and images do students tell? How do you and their peers respond?
- How does the choice of language in texts and used by teachers and students effect what messages students receive and influence the development of intercultural understanding?

Working for intercultural understanding

Scenario 1:

A member of staff who refers to other groups as 'they', 'them', 'over there', 'those people', etc.

Scenario 2:

A parent who has 'no time for children learning about Islam'

Scenario 3:

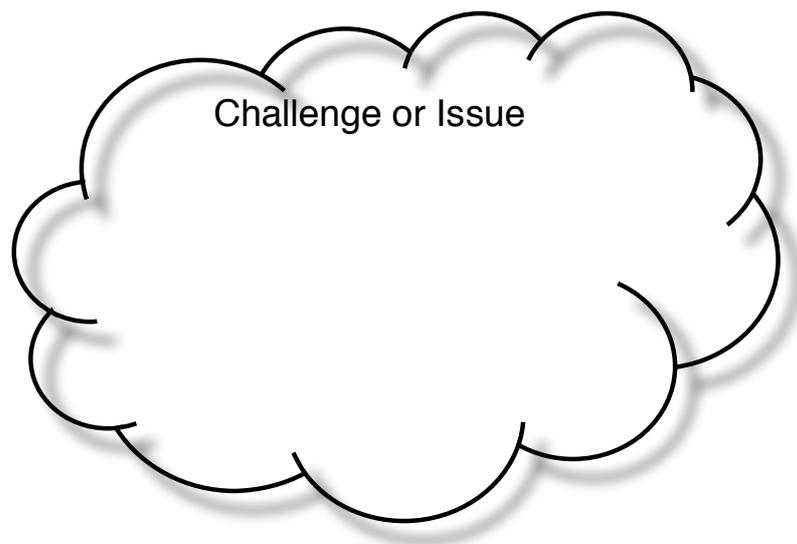
A child who says 'I don't have to learn Japanese; I'm not going to Japan'

Scenario 4:

A teacher whose class each year completes projects about the gold rush.

Ways of responding to a challenge

Possible actions



Session 7

Sharing of Strategies

Purpose:

- To share learnings, potential implications of learnings, and possible actions
- To identify and respond to issues related to Train-the-trainer nature of the programme

Time	Activity/Input	Resources required
30 minutes	<p>Share learnings, potential implications of learnings, and possible actions</p> <p>Provide Resource 20: Developing intercultural understanding - sharing learnings, implications and actions.</p> <p>Ask participants to record their responses to the following:</p> <ul style="list-style-type: none"> • What have you learnt about developing intercultural understanding? • What are the implications of this learning for your classroom practice and school (or other workplace)? • What are possible actions you can take in relation to these implications? <p>Draw three columns on the whiteboard with the following headings:</p> <ul style="list-style-type: none"> • Learnings • Implications • Related actions. <p>Have participants identify a specific learning from the activity. An example could be the recognition that language used in any situation, and especially a classroom is culturally constructed. The implication from that learning is to be aware of the assumptions and presumptions in the language used. The related action may be to find more inclusive language.</p> <p>Another learning could be the recognition that cultures change. The implication is that</p>	<p>Resource 20</p> <p>Whiteboard Whiteboard markers</p>

	<p>professional knowledge needs to be regularly updated. Related actions could be to have a professional learning plan that incorporates appropriate learning opportunities to engage with a variety of cultures.</p> <p>Ask participants to find a person from a similar work environment and discuss learnings, implications and actions in pairs. Record these on an A3 copy of Resource 20.</p> <p>Ask each pair to join with another pair and to and share their discussion.</p>	<p>A3 Copies of Resource 20</p>
<p>15 minutes</p>	<p>Train-the-trainer questions</p> <p>Refer to OHT 2: Programme aims</p> <p>Highlight the last dot point which identifies the professional learning as train-the-trainer. Participants identify what this concept might mean in their context. For example, a teacher-participant may be expected to lead a staff meeting or a department meeting sometime after activity. An education officer may be participating in order to be a significant contact person in their state/territory/area.</p> <p>In small groups (4-5 people), participants identify questions they may have in relation to the programme aims. Discuss how able do they feel in terms of being able to deliver the programme or deliver elements of the programme in their contexts.</p> <p>State/Territory contacts may be able to respond. If not identify who would be an appropriate person to respond.</p> <p>Explain that the programme manual is a 'take-away' tool that might assist in planning, thinking and action-taking within local context.</p>	<p>OHT 2</p>

Developing intercultural understanding - sharing learnings, implications and actions

What have you learnt about developing intercultural understanding?	What are the implications of this learning for your classroom practice and school (or other workplace)?	What are possible actions you can take in relation to these implications?

Session 8

Programme close and Evaluation

Purpose:

- To gather feedback and evaluation data

Time	Activity/Input	Resources required
15 minutes	Evaluation Ask participants to complete Resource 21: Evaluation. Thank all participants and other facilitators for their contributions.	Resource 21

Evaluation Sheet

Name

What did you learn from participating in this programme?

What learning will you share with other staff and/or students?

How does this programme further your thinking about developing intercultural understanding?

What will you do differently in your practice in future as a result of participating in this programme?

Are there any aspects that remain unclear or would benefit from further development?

How could the programme be improved to assist you further in acquiring learning?

Please indicate how you will use this programme to professionally develop colleagues, eg via networks, at your school, through professional associations etc.

Any other comments

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