



Government of **Western Australia**
School Curriculum and Standards Authority



General Capabilities

Intercultural understanding



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Acknowledgement of Country

Kaya.

The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community.

We offer our respect to Elders past and present.

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Intercultural understanding

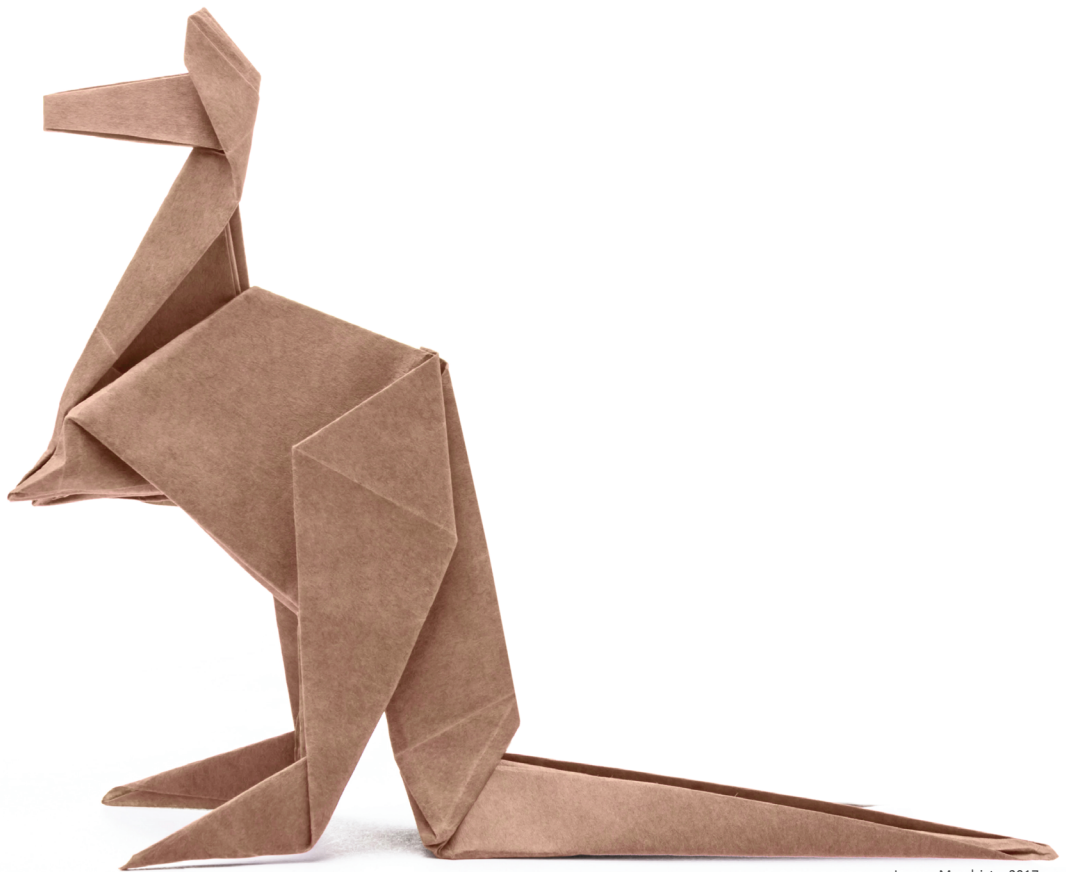


Image: Mandixta, 2017



What is Intercultural understanding?

Intercultural understanding encompasses the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect.

Through learning to value their own cultural perspectives and practices and those of others, young people are supported to become responsible local and global citizens. They are equipped for living and working in an interconnected world.

Intercultural understanding involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity, and navigate intercultural contexts.

... young people are supported to become responsible local and global citizens.

Structure

The Intercultural understanding learning continuum is organised into three elements, as shown in Figure 1:

- Reflecting on culture and cultural diversity
- Engaging with cultural and linguistic diversity
- Navigating intercultural contexts.

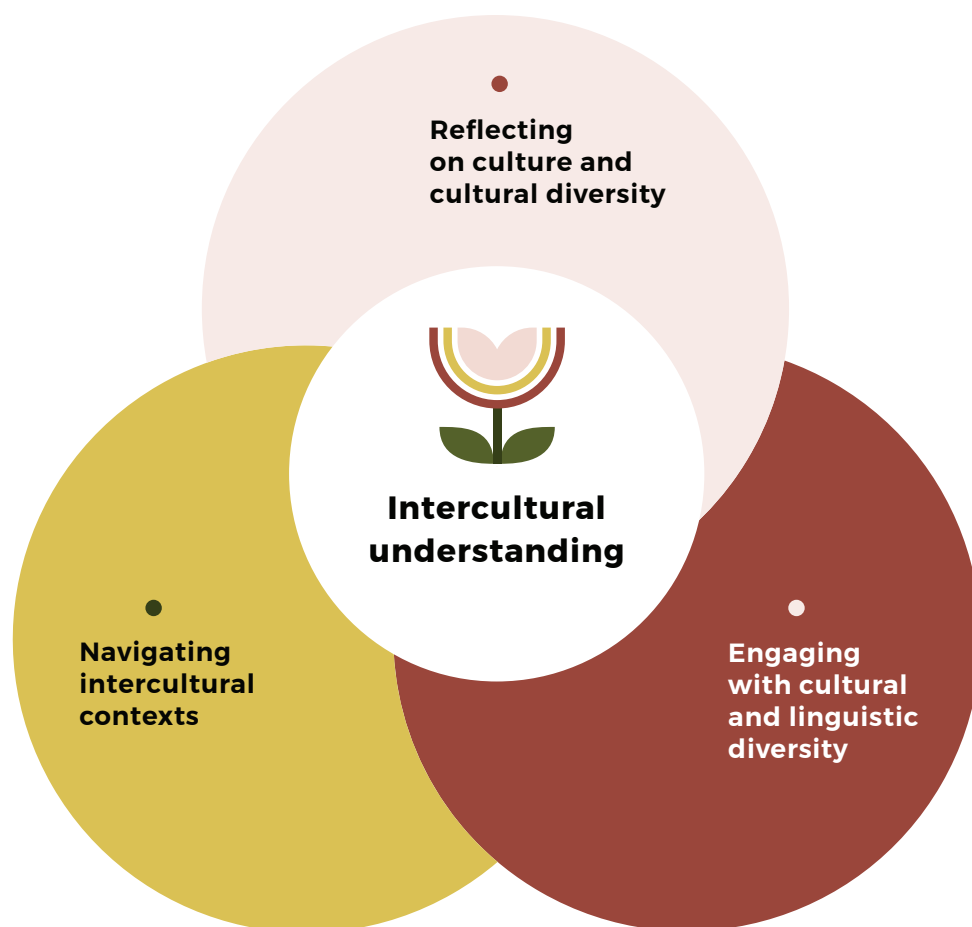


Figure 1:
Intercultural understanding elements

Reflecting on culture and cultural diversity

This element is organised into three sub-elements:

- **Reflect on the relationship between cultures and identities** – students discuss their own cultural identities and draw connections with those of others. They transition from familiar to less-familiar contexts and explore cultural continuity and change. They examine how people experience intercultural contexts differently.
- **Examine cultural perspectives and world views** – students analyse how these are shaped, preserved or transmitted over time and place.
- **Explore the influence of cultures on interactions** – students reflect on how their cultural identities relate to others and how others' cultural identities relate to them.

Engaging with cultural and linguistic diversity

This element is organised into three sub-elements:

- **Communicate responsively** – students learn to tailor their communication in a range of contexts, demonstrating sensitivity and respect for cultural and linguistic diversity. They use their understanding of this diversity to keep communication open, flexible and focused on constructive processes and outcomes.
- **Develop multiple perspectives** – students build self-awareness of their own perspectives towards issues and sharpen their skills in perspective-taking. They consider representation and acknowledge that multiple perspectives exist for any given issue. They learn that perspectives influence how people interpret and interact with the world around them.
- **Develop empathy** – students reflect on their thoughts and feelings when taking on a range of perspectives. They learn to mediate perspectives to pursue inclusive and equitable outcomes.

Navigating intercultural contexts

This element is organised into three sub-elements:

- **Consider responses to intercultural experiences** – students understand their own and others' responses to intercultural experiences and reflect on how these responses are shaped, and how they influence individuals and their relationships. They learn to propose alternative responses to improve communication outcomes.
- **Respond to biases, stereotypes, prejudices and discrimination** – students respectfully challenge prejudicial and discriminatory behaviour and propose action to promote the wellbeing of people while valuing their cultural identities.
- **Adapt in intercultural exchanges** – students apply their learning in a range of interactions, using their understanding of culture and cultural diversity, and skills in perspective-taking and empathy.

The Intercultural understanding learning continuum is set out in Tables 1–3.

learning continuum

Table 1

Reflecting on culture and cultural diversity			
Sub-elements			
Student levels	Reflect on the relationship between cultures and identities	Examine cultural perspectives and world views	Explore the influence of cultures on interactions
L1	Identify cultural practices that are important to themselves, family and friends, and describe what they experience	Identify what family and friends value in familiar intercultural contexts	Identify ways in which cultures, including their own, interact
L2	Explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed	Describe how people express agreement or disagreement about what they value within familiar intercultural contexts	Describe how their cultural identities influence interactions with others
L3	Describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows	Compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts	Understand how cultural and linguistic diversity affect interactions within their community
L4	Examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging	Examine the factors that influence cultural perspectives presented within intercultural contexts	Examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
L5	Identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups	Analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts	Explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
L6	Evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own	Evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views	Analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Table 2

Engaging with cultural and linguistic diversity

Student levels	Sub-elements		
	Communicate responsively	Develop multiple perspectives	Develop empathy
L1	Notice the use of different languages they, their family or community members use to communicate	Listen to, and share opinions and reflections on, familiar topics and intercultural experiences	Notice their own feelings, and the feelings of others, during familiar intercultural experiences
L2	Identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups	Identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives	Describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
L3	Initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond	Discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors	Describe how listening to and understanding others supports respectful intercultural experiences and interactions
L4	Select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding	Examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics	Examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
L5	Select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups	Consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices	Use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
L6	Apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected	Analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives	Analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Table 3

Navigating in intercultural contexts

Student levels	Sub-elements		
	Consider responses to intercultural experiences	Respond to biases, stereotypes, prejudices and discrimination	Adapt in intercultural exchanges
L1	Notice how they, and their family members, respond in unfamiliar intercultural contexts	Identify examples of acceptance and inclusion within friendship groups	Identify how people show respect in intercultural exchanges
L2	Describe how past intercultural experiences affect how they understand and respond to new experiences	Discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses	Consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
L3	Examine the influence of past intercultural experiences on what they learn about themselves and others	Describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions	Use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
L4	Explain how intercultural experiences affect what they learn about relationship-building and interactions	Examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect	Modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
L5	Analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour	Analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts	Modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
L6	Apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses	Apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination	Apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Glossary

B

belief

Something that is accepted, considered to be true, or held as an opinion.

bias

Presentation of one perspective or favouring one side in an argument or discussion, often accompanied by a refusal to consider possible merits of alternative perspectives.

C

communication

Giving, receiving and responding to specific information, knowledge, understanding, processes, skills, opinions, beliefs, perspectives, needs and emotions.

community

A group of people linked by a common social structure or identity and a sense of belonging. This may be based on location, gender, interests, cultural background, or political or religious beliefs.

context

The situation or setting of an event, problem or application, whether real or constructed.

cultural practices

The way culture is expressed, such as group membership, celebrations, customs, traditions, language, everyday ways of doing things, values, attitudes, obligations, roles, beliefs and ways of thinking.

D

discrimination

The unjust or prejudicial treatment of a person or group.

E

empathy

The ability to understand and share the feelings of another person.

I

intercultural

Valuing and understanding personal cultural perspectives and practices, and those of others, through interaction and engagement with different cultural and linguistic groups, texts and contexts.

L

linguistic

Of or relating to languages.

N

non-verbal communication

Communication, other than with spoken words, that transmits meaning, such as body language, inflection, eye contact, posture, gesture and signing.

P

prejudice

An unfair feeling of dislike for a person or group because of race, sex, religion, etc.

R

respect

Behaviour that acknowledges and takes account of the rights, needs, wishes and feelings of others.

S

stereotype

An unfair belief or representation that all people or things with a particular characteristic are the same.

V

values

Shared ideas and beliefs specific to individuals and groups.

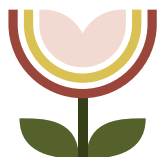
W

world views

Sets of attitudes, values and beliefs about the world around us that inform our thoughts and actions.

Acknowledgements

Mandrixta. (2017). *A Kangaroo Origami Stock Photo*.
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