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Kerry Law, Doncaster Gardens Primary School





The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
languages, celebrations, games



Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time,
personal space, rules of conduct, facial expressions,
nonverbal communication, body language, touching,
eye contact, patterns of handling emotions,
notions of modesty, concept of beauty, courtship practices,
relationships to animals, notions of leadership, tempo of work,
concepts of food, ideals of child rearing, theory of disease,
social interaction rate, nature of friendships, tone of voice,
attitudes toward elders, concept of cleanliness, notions of adolescence,
patterns of group decision-making, definition of insanity,
preferences for competition or cooperation,
tolerance of physical pain, concept of "self",
concept of past and future, definition of obscenity,
attitudes toward dependents,
problem solving roles in relation to age, sex, class, occupation,
kinship, and ...

Deep Culture
Unconscious Rules
Emotional level - intense

Introduction

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises the fundamental role that education plays in building a society that is 'cohesive and culturally diverse, and that values Australia's Indigenous cultures' (MCEETYA, p. 4). Intercultural understanding addresses this role, developing students who are active and informed citizens with an appreciation of Australia's social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

Scope of Intercultural understanding

Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.






Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops student abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of Intercultural understanding in the Australian Curriculum.

For a description of the organising elements for Intercultural understanding, select [Organising elements](#).



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Dimensions

This domain has two dimensions:

- *Communicating in a language other than English*
- *Intercultural knowledge and language awareness.*

The two dimensions of the Languages domain are intimately linked. *Communicating in a language other than English* allows learners to reflect on language as a system and gain cultural insight. In turn, *Intercultural knowledge and language awareness* can provide cultural guidelines for effective communication.

Communicating in a language other than English

In the *Communicating in a language other than English* dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

Intercultural knowledge and language awareness

Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. The *Intercultural knowledge and language awareness* dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English.

Students gain an awareness of the influence of culture in the learner's own life and first language. Different languages and language communities organise social relations and information in different ways and values differ from one community to another. Through cultural self-awareness, the ability to rationally discuss and compare cultural

Stage 1 - Laying the foundation (F-4)

Stage 2 - Building the breadth and depth (Yr 5-8)

Stage 3 - Developing pathways (Yr 9-10)

<http://ausvels.vcaa.vic.edu.au/Languages/Overview/Phases-of-Learning-formerly-progression-measures>

Progression points for AusVELS Languages

<http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/resources/languages.aspx>



YouTube videos - family finger

<https://www.youtube.com/watch?v=FjHtZYun8JI> - English

<https://www.youtube.com/watch?v=rLp3vPg3T34> - Chinese

<https://www.youtube.com/watch?v=khmVMCZ7FWc> - Indian

<https://www.youtube.com/watch?v=dXlBeQfXKTM> - German

<https://www.youtube.com/watch?v=khmVMCZ7FWc> - French

https://www.youtube.com/watch?v=8Cq9pw_L7Xo - karaoke

<http://firstperson.oxfamamerica.org/2013/01/7-photos-that-reveal-what-families-eat-in-one-week/>

<http://realitypod.com/2013/05/a-week-of-groceries-in-different-countries-pictures/>

<http://time.com/8515/hungry-planet-what-the-world-eats/>

Silly world map - misplace particular continent

Human resources - school community, local community

Organisations - AEF, ethnic associations

Activities - any activities lend into I.U.

Technology - bring I.U. into our classrooms

<http://www.australiancurriculum.edu.au/GeneralCapabilities/intercultural-understanding/introduction/introduction>

<http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Intercultural-understanding>

<http://ausvels.vcaa.vic.edu.au/Languages/Overview/Domain-structure>

<http://ausvels.vcaa.vic.edu.au/Languages/Overview/Stages-of-learning>

<http://ausvels.vcaa.vic.edu.au/Languages/Overview/Phases-of-Learning-formerly-progression-measurements>

<http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/resources/languages.aspx>

http://www.asiaeducation.edu.au/for_teachers/professional_learning/intercultural_competencies/developing_intercultural_understanding/developing_intercultural_understanding_landing.html

http://www.valueseducation.edu.au/verve/_resources/Values_PLP_intro.pdf

<http://www.differencedifferently.edu.au/everyone/>
<http://www.differencedifferently.edu.au/modules.php>

- student module

<http://interculturalunderstanding.org/ICUResourcesAugust2013.pdf> - teacher resources

<http://www.afsusa.org/educators/global-classroom/spring-2013/icl-staff-training/>

<http://www.afsusa.org/educators/teachers-toolbox/>

<http://www.hellomylo.com/eGuide/Challenges>

<http://youtu.be/FvN8qKpvoIE>

<http://youtu.be/AmoYmcZCoiw>

http://youtu.be/As3pWXoq_as

<http://www.slideshare.net/Inesala/languages-and-you>

http://proceedings.com.au/isana/powerpoints/2013/Fischer_Joanne.pdf

http://schoolsonline.britishcouncil.org/sites/default/files/files/2468_BC_Chinese%20new%20year%202014-Pack%20sheets-Online%20PDF_o2.pdf

<http://www.education.vic.gov.au/languagesonline/vels.htm>

http://www.tesaustralia.com/Source/taxonomySearchResults.aspx?mode=browse¶metrics=300015,307786,307932%7C310158%7C312381%7C314604,308974%7C311200%7C313423&tab=grade&SFBC_FilterOption=2

[http://www.asiaeducation.edu.au/policy_and_research/what_works_series/what_works_3/
what_works_3_illustration_2.html](http://www.asiaeducation.edu.au/policy_and_research/what_works_series/what_works_3/what_works_3_illustration_2.html)

<http://www.globaleducation.edu.au/teaching-activity/who-are-the-families-of-the-world-f-2.html>

http://www.globaleducation.edu.au/teaching-and-learning/school-case-studies.html#Bridging_cultures

Chinese culture club

Hanyu blog, studies of Asia blog, multicultural wiki

Chinese traditional drum

Chinese lion dance

Asian dance

Recorder group

Handbell ensemble

Multicultural Day & Harmony Day

Friday school community Chinese club - parents & friends

term 2 - mother tongue group



lawkalai@gmail.com
Law.kerry.k@edumail.vic.gov.au