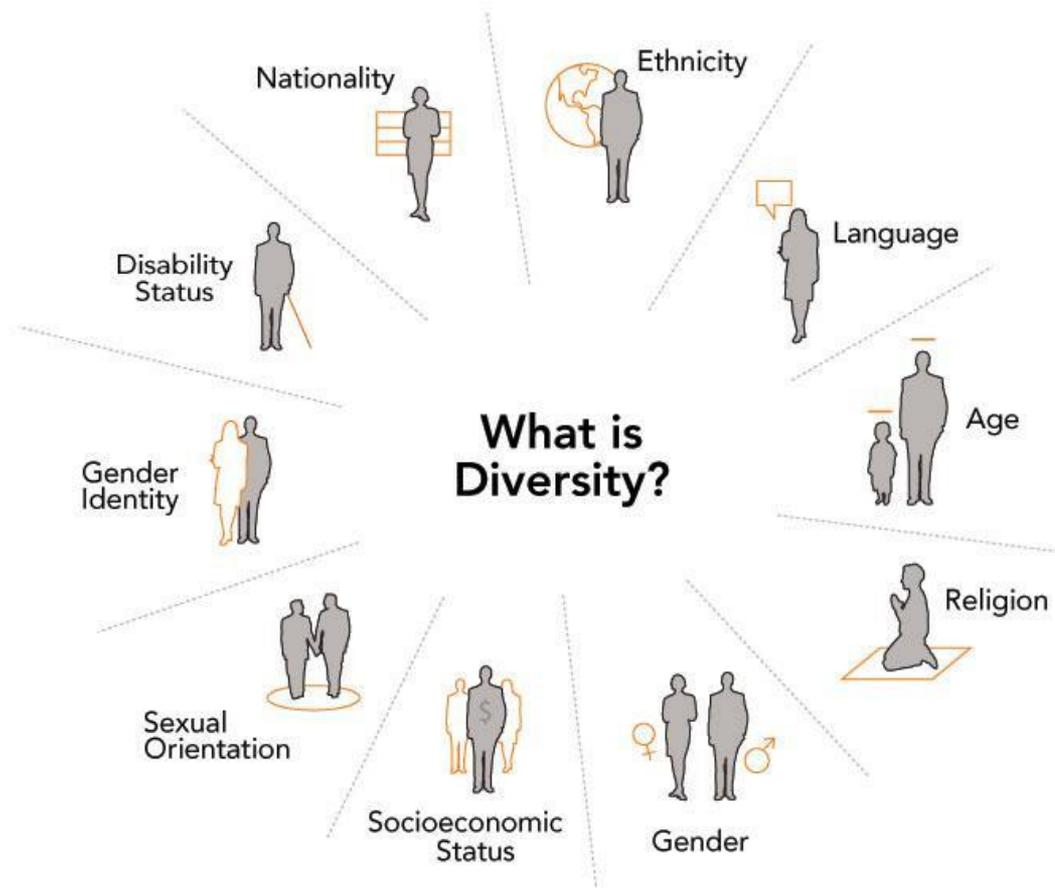


Competencies and Awareness for a Multicultural Classroom



Defining diversity and Culture

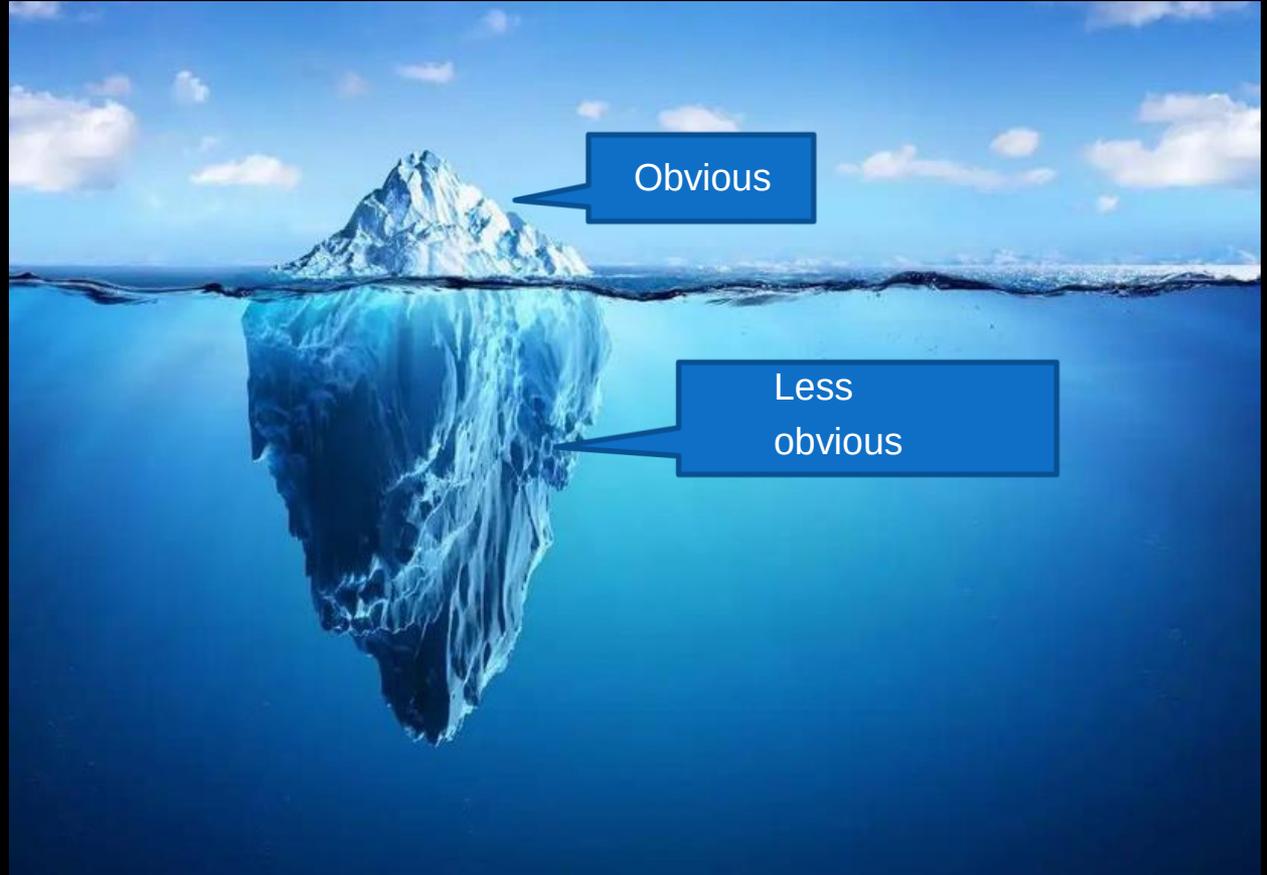


What is culture?

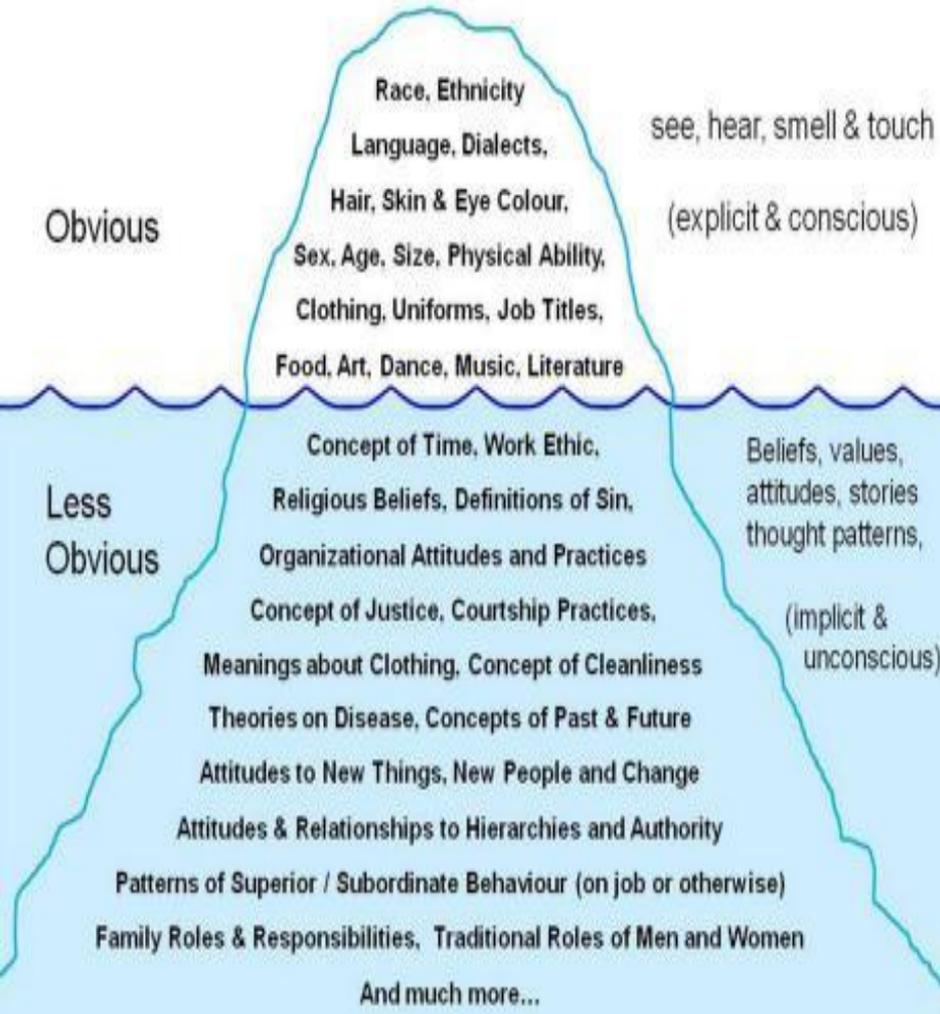
- The set of distinctive spiritual, material, intellectual and emotional features of a society or social group in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.

Unesco, 2011

“Culture as an iceberg”



Cultivating an Awareness of Respect and Diversity



The United Nations details **general guidelines to practice respect for diversity**

in a multicultural environment.

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for diverse points of view
- Examine own biases and behaviours
- Do not discriminate against any individual or group

The Developmental Model of Intercultural Sensitivity

Understanding the Intercultural Awareness

Milton Bennet,
1986

Experience of Difference



Ethnocentrism

Ethnorelativism

Six stages of increasing sensitivity to cultural difference

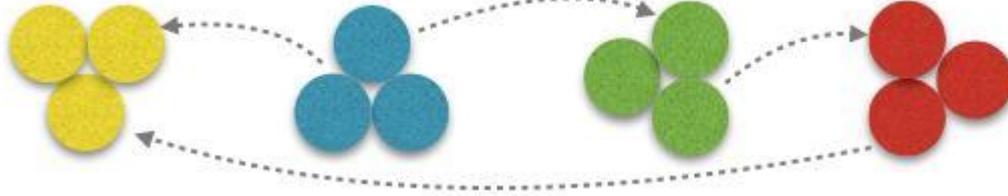
Multicultural, Crosscultural
Intercultural
society/community?

**I am confused! In what
society do I
live?**



Our approach is based on the guidelines of
UNESCO & European Council

Multicultural societies/communities

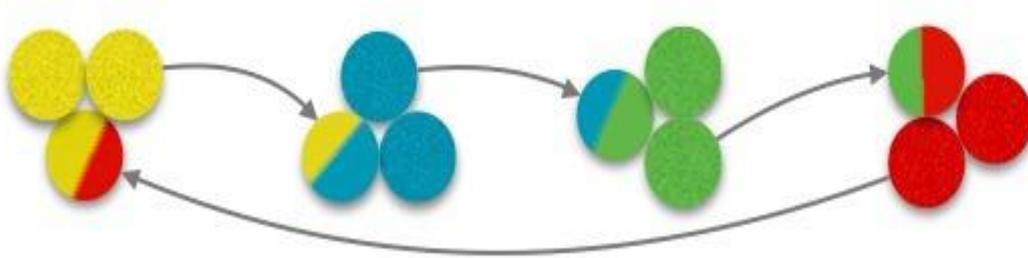


Often there is a superficial celebration of food, folk, and festivals without deep learning

In multicultural communities, we live alongside one another, **but each cultural group does not necessarily have engaging interactions with each other.**

<https://www.youtube.com/watch?v=1shMgb2mJOs>

Crosscultural societies/communities



- In cross-cultural communication, differences are understood and acknowledged, and can bring about individual change, **but not collective transformations.**
- In cross-cultural societies, one culture is often considered “the norm” and **all other cultures are compared or contrasted to the dominant/majority culture.**

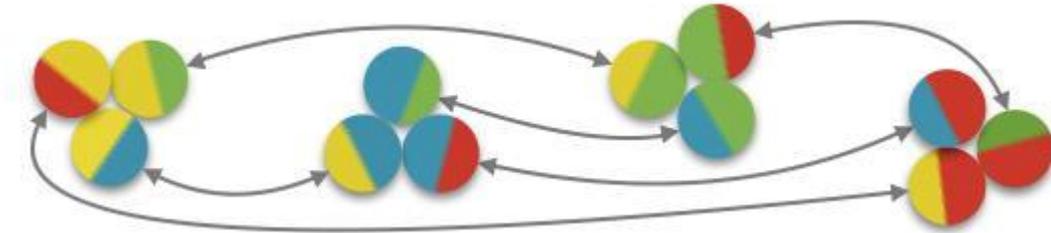
<https://www.youtube.com/watch?v=eAzfC5Ov6SM>

What is a “minority” culture?



The term **“minority culture”** generally refers to the culture of **“marginalized or vulnerable groups who live in the shadow of majority populations with a different and dominant cultural ideology”**, the “majority culture”.

The intercultural society/community



- In intercultural communities, there is **mutual exchange** of ideas and cultural norms
- **No one is left unchanged**, everyone learns from one another

Intercultural education

helps citizens to live
together in
culturally

diverse societies by
developing **intercultural
competences.**



What are Intercultural competences?

Intercultural competences are

- **abilities to navigate complex environments** marked by a **growing diversity of peoples, cultures and lifestyles** or
- abilities to perform **“effectively and appropriately when interacting with others who are linguistically and culturally different from oneself”**

(Fantini & Tirmizi, 2006)

Recognizing intercultural competence

What shows that
I am interculturally
competent?



W THE EUROPEAN
WERGELAND
CENTRE



Recognising intercultural competence

What shows that I am interculturally competent?

Recognizing intercultural competences

A first step in becoming an intercultural teacher is **to think about our own cultural values, beliefs, traditions, etc.**

and how these impact on our use of language and actions in the classroom as well as our perceptions of our students

Attitudes

| | 1 - never | 2 - rarely | 3 - sometimes | 4 - often | 5 - always |
|--|-----------|------------|---------------|-----------|------------|
| 1 Respect | | | | | |
| <i>I show respect to the other person as an equal human being.</i> | | | | | |
| <i>I give space to others to express themselves and I listen and react to their arguments.</i> | | | | | |
| <i>I suspend judgement based on first impressions.</i> | | | | | |
| 2 Tolerance of ambiguity | | | | | |
| <i>I am willing to put my values and norms aside temporarily.</i> | | | | | |
| <i>I show patience when confronted with what is unknown or unfamiliar.</i> | | | | | |
| <i>I interact positively without certainty of what the other thinks and feels.</i> | | | | | |
| <i>I show awareness of the fact that my way of thinking and acting is influenced by a set of values and norms.</i> | | | | | |
| 3 Open mindedness and curiosity | | | | | |
| <i>I show a friendly interest in people and things I encounter (adapted from Bertrand Russell).</i> | | | | | |
| <i>I use arising opportunities to meet new people.</i> | | | | | |
| <i>I ask others about their views and actions.</i> | | | | | |

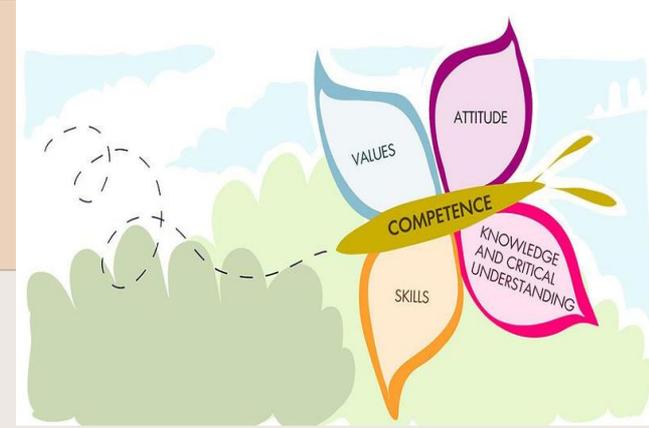
Guidelines on Intercultural Education

Do I view my students through a deficit lens?
Or do I recognize the assets they bring?



Principle 1 Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

Guidelines on Intercultural Education



Principle II Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.

Guidelines on Intercultural Education

Principle III Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.