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Teaching for Intercultural Understanding: Professional Learning Program is designed to support Australian teachers in the Values Education program. Earlier values education professional learning resources funded by the Australian Government – *Values for Australian Schooling Kit* (DEST 2006) and *Building Values Across the Whole School: Teaching and Learning Units* (DEEWR 2009) – introduced the core concepts of values education and identified how school communities might support their development.

Previous professional learning resources continue to be made available to Australian schools through the Values Education website (www.valueseducation.edu.au). This Professional Learning Program (PLP) is designed to support two newly developed curriculum resources – the Early Years big book *Side by Side* and the online digital resource for middle primary to upper secondary *World of Values* – that explore values in intercultural and global contexts. These resources have been developed and selected to develop knowledge and understanding of personal and community values and foster the capacity of students to actively participate in local, national and global contexts.

**Rationale**

The development of intercultural understanding is an essential element of a harmonious and democratic Australia. It informs how individuals and groups engage within Australia, and is an attribute of young Australians who will increasingly engage with other peoples and cultures locally, nationally and globally. If schools don’t explicitly address the values and assumptions that underpin teachers’ and students’ views of their own and other cultures, students may hold stereotypical views and prejudices that are incompatible with an acceptance of diversity. The Values Education Good Practice Schools Project 2005–2008, a grants based action research project designed to improve values education in Australian schools, identified ten principles of good practice in values education.

One of these principles focused on the importance of consciously and explicitly fostering intercultural understanding, social cohesion and social inclusion in local and global contexts. The two resources highlighted in this professional learning program, *Side by Side* and *World of Values* were developed to realise this principle.

**Effective values education:**

- helps students understand and be able to apply values such as care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding; tolerance and inclusion
- is an explicit goal of schooling that promotes Australia’s democratic way of life and values the diversity in Australian schools
- articulates the values of the school community and applies these consistently in the practices of the school
- occurs in partnership with students, staff, families and the school community as part of a whole school approach to educating students, enabling them to exercise responsibility and strengthening their resilience
- is presented in a safe and supportive learning environment in which students are encouraged to explore their own, their school’s and their community’s values
- is delivered by trained and resourced teachers able to use a variety of different models, modes and strategies
- includes the provision of curriculum that meets the individual needs of students
- regularly reviews the approaches used to check that they are meeting the intended outcomes.

Principles underpinning the PLP

Reflecting a commitment to a multicultural society that values diversity, the nine Values for Australian Schooling contained in the National Framework for Values Education in Australian Schools (DEST 2005) imply that students understand and can act on positive values in intercultural and global contexts. Within the National Framework, eight principles suggest how schools can promote, foster and transmit values to all students. These principles recognise that education is about building personal character and the capacity for social inclusion, as well as equipping students with specific knowledge and skills.

Structure of the PLP

This PLP is comprised of seven professional learning modules that are designed for both experienced values educators and those who are new to this cross-curriculum focus. A short summary of each of the seven learning modules is provided. Teaching and learning strategies, as well as the pedagogical underpinnings of the resource, are outlined, and other relevant national curriculum initiatives are listed.

Module 1: Teaching for intercultural understanding

Module 1 is the core module within the PLP. It outlines the Australian educational context and analyses relevant Australian and international research about intercultural learning and values education. Undertaking the module allows participants to develop a common values language that can be used for engaging with Side by Side and World of Values. It also supports educating for intercultural understanding.

Module 2: Using Side by Side

Module 2 is an optional module primarily designed for teachers of students at lower primary levels. It looks at Side by Side, a values education big book, and aims to help teachers use the book in a classroom setting to highlight intercultural values. The module also explores the ideas underpinning the visual and text narrative as well as pointing teachers towards advice located at the back of the book about how to use the book in the classroom.

Module 3: Communities

Module 3 is an optional module primarily designed for teachers of students at middle primary levels. It looks at the recommended digital resources, student activities and teacher advice in World of Values. It explores the local, national and global dimensions of communities in intercultural and interfaith contexts, with particular reference to Indigenous Australians.

Module 4: Peacemakers

Module 4 is an optional module primarily designed for teachers of students at upper primary levels. It also looks at the recommended digital resources, student activities and teacher advice in World of Values. It highlights the local, national and global dimensions of conflict and peacemaking and how these relate to values and intercultural understanding.

Module 5: Boundaries

Module 5 is an optional module primarily designed for teachers of students at lower secondary levels. It looks at the recommended digital resources, student activities and teacher advice in World of Values. It explores a range of sociocultural boundaries and their potential impacts, both positive and negative, on individuals and groups.

Module 6: Future Makers

Module 6 is an optional module primarily designed for teachers of students at middle secondary levels. It also looks at the recommended digital resources, student activities and teacher advice in World of Values. It explores a range of major issues, the choices to be faced in the future and the values that underpin them.

Module 7: The Big Questions

Module 7 is an optional module primarily designed for teachers of students at upper secondary levels. It also looks at the recommended digital resources, student activities and teacher advice in World of Values. It explores the local, national and global dimensions of beliefs, values, identity and relationships.

Glossary and references

A separate glossary of acronyms and terms and a list of the references used in the PLP are included.
Structure of a learning module

Each learning module within the PLP begins with a description of the module as well as information about relevant values, curriculum connections, anticipated learning outcomes and resources. An introductory activity is also included. The main section of each module outlines how teachers can develop expertise in certain print and digital resources. Each module enables participants to teach values using an intercultural and global perspective. Learning activities can be completed individually or collegiately. Handouts containing additional information are included at the end of each module. There may also be suggestions for going further to pursue individual research.

A model for professional learning

The Values Education Good Practice Schools Project (VEGPSP) identified that sustained and targeted professional learning is crucial to successful values education. The VEGPSP experience reinforces the need for values education to be embedded in day-to-day teaching. This professional learning program is designed to engage teachers either as individuals or in collegiate groups and involves advice about teaching practice, reflection and inquiry. A flexible learning approach allows for intensive as well as extended professional learning. This learning is based on Australian and international research, and good practice models for the development of intercultural understanding.

Professional learning opportunities

A number of professional learning opportunities are included at key stages of each module. These opportunities are intended to model a pedagogical approach for teachers to:

‘use in making choices and decisions in planning programs for student learning, teaching, resourcing, assessing to monitor and describe learning over time and in evaluating and renewing the curriculum’.


Each of these professional learning opportunities highlights fundamental aspects of teaching and learning. At any place within a module, these professional learning opportunities can be adapted to meet the circumstances of delivery (that is, individual self-paced, collegiate, or facilitator-led).

Table 1 Professional learning opportunities

<table>
<thead>
<tr>
<th>Active construction</th>
<th>Activities that involve the purposeful and active construction of knowledge within a sociocultural context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making connections</td>
<td>Activities acknowledging that a learner uses prior knowledge and involving challenges to any existing conceptions.</td>
</tr>
<tr>
<td>Social interaction</td>
<td>Collegiate professional learning utilising social and interactive learning.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Activities that explore the processes underlying thinking, knowing and learning through conscious awareness and reflection.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Practical activities that involve active engagement of students and the community.</td>
</tr>
</tbody>
</table>

Source: adapted from Liddicoat, AJ et al 2003, pp 47–51
Learning pathways
Indicative learning pathways take account of the needs of new and experienced teachers as well as school leadership teams and interested community members. If facilitator-led professional learning is selected, the pathway will depend on the interests and experience of the participants.

Table 2 Learning pathways by stage of schooling

<table>
<thead>
<tr>
<th>Level/User</th>
<th>Pathway</th>
<th>Resource</th>
</tr>
</thead>
</table>
| Lower primary   | Module 1: Teaching for intercultural understanding  
                  | Module 2: *Side by Side*            | *Side by Side* big book      |
| Middle primary  | Module 1: Teaching for intercultural understanding  
                  | Module 3: Communities            | *World of Values* website    |
| Upper primary   | Module 1: Teaching for intercultural understanding  
                  | Module 4: Peacemakers            | *World of Values* website    |
| Lower secondary | Module 1: Teaching for intercultural understanding  
                  | Module 5: Boundaries             | *World of Values* website    |
| Middle secondary| Module 1: Teaching for intercultural understanding  
                  | Module 6: Future Makers          | *World of Values* website    |
| Upper secondary | Module 1: Teaching for intercultural understanding  
                  | Module 7: The Big Questions      | *World of Values* website    |

Where teachers in secondary schools teach at more than a single year level, they can select a number of the modules relevant to their teaching needs.

Table 3 Learning pathways for school and community leaders

<table>
<thead>
<tr>
<th>School Type</th>
<th>Pathway</th>
<th>Resource</th>
</tr>
</thead>
</table>
| Primary schools  | Module 1: Teaching for intercultural understanding  
                  | Module 2: *Side by Side*            | *Side by Side* big book      |
|                  | Module 3, 4 or 5                            | *World of Values* website    |
| Secondary schools| Module 1: Teaching for intercultural understanding  
                  | Module 5, 6 or 7                  | *World of Values* website    |
Effective use of World of Values

The World of Values website encourages teachers to engage with a range of digital resources relevant to the development of intercultural understanding. At the beginning of each module, advice is provided on how to access the online digital resources, student activities and teacher advice through the Values Education website. A range of scenarios for teacher-student collaboration is also included. Using online resources for teaching and learning requires teachers to reconsider familiar or mainstream pedagogies. Working online may require teachers to adapt these or to develop new pedagogies more suited to online teaching and learning. Quality teaching that integrates information and communication technologies (ICTs) and personalises learning for students and teachers depends on contemporary pedagogy and skills, appropriate learning environments, an understanding of the potential uses of ICT, a knowledge of current and emerging technologies, and proficient use of ICT for learning, teaching and management. (MCEETYA 2005, Contemporary Learning, p. 3)

Undertaking these professional learning modules will support participants to work with the World of Values online materials prior to introducing them to students.

The Pedagogy Statement (MCEETYA 2005) developed as part of the Learning in an Online World series suggests the following principles as a framework for developing innovative pedagogies and evaluating their effectiveness. Participants are advised to print out the principles, consider their implications, and use them regularly to test the effectiveness of their teaching and learning when using World of Values.

www.valueseducation.edu.au
## Learner focus
- Focus on student-centred, active and interactive learning.
- Connect with learner expectations, experiences and needs.
- Provide opportunities for students to create, construct and communicate knowledge.
- Develop critical and ethical understandings of the value and use of ICT.

## Educational soundness
- Ensure that the use of ICT adds value to the intended learning.
- Design learning programs that ensure the integrity of the learning area and the inclusion of all students.
- Scaffold learning using appropriate technologies, content, services and environments.
- Appraise the effectiveness, efficiencies and ethics of the use of ICT in the design of learning programs.

## Professional learning
- Connect with and learn from colleagues and students participating in professional learning programs.
- Explore, understand and utilise the potential of ICT in teaching, management and administration.
- Appraise pedagogies made possible by new technologies.
- Evaluate, create and share online learning resources with colleagues and shape the development of resources and products.

## Diversity
- Make connections with learning goals and prior knowledge.
- Provide culturally diverse perspectives.
- Motivate and support students whose learning is at risk.
- Provide a range of learning experiences of varying levels of complexity, including real and hypothetical problems, simulations, modelling, dialogue and games.

## Alignment
- Use planning tools to connect learning programs with curriculum assessment and reporting frameworks.
- Communicate in ways that cater for the diverse needs of students and their families.
- Share information, practices and understandings across schools and education systems.
- Incorporate learning practices used in the world beyond schooling.

## Collaboration
- Work with students and utilise their expertise to incorporate new technologies to support their learning.
- Support and develop collaborative projects.
- Provide opportunities for students to access and interact with community, industry and educational specialists.
- Develop partnerships with local and global communities.


The complete statement can be downloaded from the website of the Ministerial Council for Education, Early Childhood Development and Youth Affairs [www.mceecdya.edu.au](http://www.mceecdya.edu.au)
Links to Values Education resources and other national curriculum initiatives

A number of national curriculum and professional learning initiatives are relevant to this PLP and the two resources it supports.

**Values Education website**

The Values Education website provides information on the Values Education program and on values education activities for all teachers and school communities in primary and secondary schools throughout Australia. The website is a portal for values education news and events, the dissemination of good practice, values education resources and teacher professional learning. It features articles, links, survey and data-gathering tools, lesson plans and co-curricular activities. Key publications from the Values Education program for downloading include:

- the *National Framework for Values Education in Australian Schools*
- Values Education Good Practice Schools Project – Stage 1: Final Report
- *At the Heart of What We Do – Values Education at the Centre of Schooling – The Final Report of the Values Education Good Practice Schools Project – Stage 2*
- Keynotes from the National Values Education Forums and Conferences from 2005–2009

**National Framework for Values Education in Australian Schools**

The *National Framework*, agreed at MCEETYA in 2005, includes a vision statement and the nine *Values for Australian Schooling*. Guiding principles and key elements and approaches to implementing values education are also defined. Modules 1–7 require participants to be able to apply the ideas and advice contained in the *National Framework* when using *Side by Side* and *World of Values*.

[Values Education website]

[National Framework for Values Education in Australian Schools]

[www.valueseducation.edu.au]
Values for Australian Schooling Kit
The kit was delivered to all schools in 2006 and provides schools with a range of professional learning resources to support their initial exploration of values education. The material in the kit is based on the guiding principles of the National Framework, in particular the idea that successful values education involves the whole school community – students, parents and staff.

Building Values Across the Whole School
Building Values Across the Whole School: Teaching and Learning Units supports the integration of values education across curriculum disciplines. Each unit is designed for teaching and learning in particular Key Learning Areas (KLAs). A number of units support interdisciplinary approaches. The accompanying Professional Learning Program consists of three modules written and designed for delivery in schools by a designated school-based facilitator.
Supporting Student Wellbeing through Values Education

Supporting Student Wellbeing Through Values Education: A Resource Package helps schools develop student responsibility, social skills and wellbeing in both curricular and co-curricular programs. The package is comprised of two components. Understanding Values: Dilemmas is a set of six primary and six secondary dilemmas that can be linked to learning areas. Values in Action: Modules is a set of six primary and six secondary modules designed to integrate values learning with extracurricular activities conducted beyond the formal classroom.

Values-centred Schools – A Guide

Values-centred Schools – A Guide (DEEWR 2009) is a website designed to support school leaders and school communities in developing a values-centred school culture using a whole-school approach. It provides practical advice, case studies and resources gathered from schools which have implemented values education as part of the Values Education Good Practice Schools Projects. The resource is grounded with the authentic voices from practitioners and schools’ experience. Designed for schools starting out to embed values education, and schools looking to improve their practices, it supports schools in engaging, implementing and monitoring a whole-school values education approach.

www.valueseducation.edu.au
National goals and statements

There are a number of national goals and curriculum statements for Australian schooling relevant to intercultural learning and values education. They include: the National Statement for Languages Education in Australian Schools 2005–2008 (DEST 2005); the National Statement for Engaging Young Australians with Asia in Australian Schools (DEST 2006); the Statements of Learning for English (Curriculum Corporation 2005); the Statements of Learning for Civics and Citizenship (Curriculum Corporation 2006); and The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008). Information about, and extracts from, these goals and statements are provided in Module 1.

Engaging young Australians with Asia

A number of relevant resources can be accessed through the Asia Education Foundation (AEF) website. These include two reports: Getting Started with Intercultural Language Learning: A Resource for Schools (Dellit, J), and the Report on Intercultural Language Learning (Liddicoat, AJ, Papademetre, L, Scarino, A & Kohler, M 2003). The AEF also developed a train-the-trainer professional learning program: Developing Intercultural Understanding: An Introduction for Teachers (DEST 2005). The Asia Scope and Sequence for English (Curriculum Corporation 2005), for Studies of Society & Environment (Curriculum Corporation 2006), and for The Arts (Curriculum Corporation 2008) outline learning opportunities for developing intercultural understanding when engaging young Australians with Asia.

Global education

The Global Education website and Global Perspectives: A Framework for Global Education in Australian Schools (AusAID 2008) provide resources and advice about the sort of knowledge, values, skills and actions required of learners when engaging with globalisation and interdependence, identity and cultural diversity, social justice and human rights, peace-building and conflict, and sustainable futures. Global Perspectives is explicitly referred to in Modules 4 and 6.