

Intercultural and Intergenerational Understanding Policy

Introduction

Child Side School acknowledges that as human-beings we are individually naturally and intrinsically diverse yet collectively we share much in common, especially human-values, across cultures and generations. We are conscious that children need to view 'cultural and generational perspectives' as 'generalised and dynamic' portals and that historical perspectives, traditional stories and generationally lived experiences help contextualise, connect and frame the present and can help us prepare for the future.

Scope and Application

This policy applies to all employees, parents, children and community members of Child Side School. This policy will be reviewed and amended in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

The use of the word child/children in this policy refers to students in the context of the school environment.

Related Legislation/Guidelines

- Racial Discrimination Act 1975
- Human Rights & Equal Opportunity Commission Act 1986
- Sex Discrimination Act 1984
- Equal Opportunity Act 1984 (WA)

Related Policies

- Anti Discrimination and Harassment Policy
- Anti Bullying Behaviour Policy
- Child Feedback and Seeking Solutions Policy
- Code of Conduct Policy
- Grievance Policy
- Guiding Children's Behaviour Policy

Policy Statement

Educators will engage thoughtfully with cultural and generational perspectives and find developmentally relatable and appropriate ways to focus on the 'inter'-cultural and 'inter'-generational human aspects to respectfully acknowledge past, present and future ways of collectively 'being' and interacting. Staff will actively uphold their responsibility to Child Side's specific learning culture and learning conditions to both protect and enable children to identify, describe and live fully within their own hereditary culture and their specific family culture whilst understanding and adapting to the societal and community culture where they live, learn, work and play. Our engagement with intercultural and intergenerational understandings is compassionate, empathetic and affords everyone 'equal dignity' within their personally lived experiences, cultural and generational frameworks.

Philosophical Approach

Child Side approaches the Australian Curriculum General Capability of Intercultural Understanding and the cross curricula priorities of: Aboriginal and Torres Strait Islander Histories and Cultures+ Asia and Australia's Engagement with Asia from a Social Reasoning (SR) perspective. We realise that for children to understand the diversity of cultures in relation to their own, they must first understand the complexities, the histories and the 'evolution' of their own identity and culture. We acknowledge that children need to understand that culture is made up of many 'pieces' and that the 'whole' is more than the sum of its parts/pieces (Gestalt Theory, which is... "In other words, the whole (a painting, a car) carries a different and altogether greater meaning than its individual components (paint, canvas, brush; or tyre, paint, metal), respectively. In viewing the "whole," a cognitive process takes place – the mind makes a leap from comprehending the parts to realizing the whole." In reference to understanding culture, it is how we understand the human being and their generational environment as something that is more than, and different from, the sum of siloed, individual parts or voices.

We approach these three curriculum areas with caution, respect and through the humanitarian 'lens'. We consider all cultures to be the domains of people and acknowledge that it is significant individuals and groups of individuals across all cultures (past and present) that both positively and negatively influence a culture in its present form. We are extremely conscious as to avoiding children developing and perpetuating cultural stereotypes, in particular identifying a culture from a traditional perspective only without focusing on the dynamic evolution to current day culture. We consciously choose to investigate culture in a 'big picture, conceptual' framework, rather than reducing it to physical elements of tradition-dance, food, customs, totems, dress, or celebrating National days and specialised 'weeks'. We intend to avoid tokenism. We also intend to avoid overwhelming children with 'past and present' complexities without balancing these with the possibilities and the smaller, 'hidden' current human resiliency stories. We intend to unpack guilt, blame, indifference, disengagement, disempowerment, complexity, wonder, awe, grace, defiance, growth, beauty and how cultures try and make sense of the world through explaining their experiences, environment, daily lives, beliefs... in a myriad of ways.

We focus on shared human values and choose the term 'perspectives' to describe and engage with inter-cultural and inter-generational aspects, rather than teach or interpret content, which is the domain of each specific cultural identity to share and teach. We choose to work with and through **Indigenous Perspectives** through the 8 ways of learning, which is congruent with **Children's Perspectives** (Reggio Children).

8Ways Learning

 Story Sharing	Approaching learning through narrative	<i>We connect through the stories we share</i>
 Learning Maps	Explicitly mapping/ visualising processes	<i>We picture our pathways of knowledge</i>
 Non-Verbal	Applying intra-personal and kinaesthetic skills to thinking and learning	<i>We see, think, act, make and share without words</i>
 Symbols & Images	Using images and metaphors to understand concepts and content	<i>We keep and share knowledge with art and objects</i>
 Land Links	Place-based learning, linking content to local land and place	<i>We work with lessons from land and nature</i>
 Non-Linear	Producing innovations and understand by thinking laterally or combining systems.	<i>We put different ideas together and create new knowledge</i>
 Deconstruct/Reconstruct	Modelling and scaffolding, working from wholes to parts (watch then do)	<i>We work from wholes to parts, watching and then doing</i>
 Community Links	Centring local viewpoints, applying learning for community benefit	<i>We bring new knowledge home to help our mob</i>



The Reggio Emilia Approach® is an educational philosophy, founded on an image of the child with strong potentials for development, and a subject with rights. A child who learns through the hundred languages which belong innately to all human beings, and who grows through relations with others.

Version Management

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