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The Schools
26 schools participated in the DEECD Intercultural Understanding Field Trial:
Bacchus Marsh Primary School
Bendigo Senior Secondary
Benton Junior College
Beveridge Primary School
Blackburn High School
Castlemaine Secondary College
Clonard College
Delacombe Primary School
Doncaster Primary School
Haileybury College
Hampton Park Primary School
Huntingdale Primary School
Keysborough College (Banksia Campus)
Kunyung Primary School
Kurnai College (Morwell Campus)
Loyola College
Lynbrook PS
Mount Clear College
Northcote High School
Portland Secondary College
South Oakleigh Secondary College
Syndal South Primary School
Torquay P-9 College
Wandong Primary School
Warrnambool College
Yarram Primary School

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2. Key Abbreviations

AEF  Asia Education Foundation
ACARA  Australian Curriculum and Assessment Reporting Authority
ANC  Australian National Curriculum
BSW  Barwon South West
CRT  Casual Relief Teacher
DEECD  Department of Education and Early Childhood Development
DEEWR  Department of Employment, Education and Workplace Relations
EMR  Eastern Metropolitan Region
ICU  Intercultural understanding and interaction
INP  Innovation and Next Practice Division
IUFT  Intercultural Understanding Field Trial
LEAD  Localities Embracing and Accepting Diversity project
NMR  Northern Metropolitan Region
SMR  Southern Metropolitan Region
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4. Executive Summary

4.1 Overview of the field trial

In 2011, the Innovation and Next Practice Division (INP) of the Department of Education and Early Childhood Development (DEECD) conducted a field trial on intercultural understanding in partnership with a research and evaluation team from the University of Melbourne and La Trobe University. The field trial was sponsored by the Languages, English as another Language (EAL) and Multicultural Education Division of DEECD.

The primary research question guiding the field trial was:

1. What is the impact on student outcomes of teaching and learning practice for intercultural understanding?

2. The secondary research questions were:

3. What knowledge and skills do both learners and educators need for intercultural understanding?

4. How is effective practice identified and measured?

5. What intercultural understanding capabilities can be developed at each developmental stage of children and young people in different cultural contexts?

In order to explore these questions, schools across Victoria were initially nominated by International Division, the Multicultural Education Unit and by regional directors and INP based on three core criteria, which included school culture, capability and connections within the school and the wider community. Following an expression of interest process, 26 schools, including one independent school and two catholic schools were selected. Participation in the field trial included the following aims:

• to stimulate thinking about current school policy and practice around intercultural understanding and interaction (ICU)
• to trial projects that support the field trial’s primary research question
• to evaluate innovative ‘next practice’ and consider its relevance for the education system
• to support the intercultural understanding general capability under consideration for inclusion in the Australian National Curriculum in 2013.

The field trial was implemented by DEECD INP from February 2011 to December 2011 over three stages.

4.2 What is intercultural understanding?

In order to understand what intercultural understanding means, it is first important to have a clear understanding of the term ‘culture’. Culture refers to shared beliefs, attitudes, and practices that are learnt and passed on among a population of people. Culture encompasses not only the extent to which shared beliefs, attitudes, and practices shape individuals but also consider ways that individuals simultaneously shape social structures, values and beliefs. In this sense, culture is dynamic and continually changing.

ICU includes the skills to critically reflect on one’s own culture as well as positive, cooperative, and respectful interactions between people of diverse cultural backgrounds at both an institutional and interpersonal level (DEEWR, 2009).
It is closely related to acceptance of cultural diversity, critical awareness of racism and effective cross-cultural conflict resolution (MacNaughton et al., 2010; Paradies et al., 2009; United Nations Educational & Cultural Organization, 2007).

The development of ICU is a process that is ongoing through childhood, adolescence and adulthood. It involves having cognitive and emotional capabilities and is measured by the extent to which someone has acquired certain levels of critical cultural awareness, culturally respectful attitudes and developed positive skills for interacting across cultural groups (Mažeikienė & Virgailaitė-Mečkauskaitė, 2007). These skills are measured according to specific dimensions of ICU, which include empathy, flexibility, adaptability, openness, respect, reflexivity and conflict resolution (Sinicrope, Norris, & Watanabe, 2007). Therefore, ICU is not only about having objective knowledge about other cultures. Intercultural understanding focuses on the interaction between people by developing an understanding of self in relation to others.

Intercultural understanding involves:

• cognitive awareness of people with different social and cultural backgrounds
• a positive identity and critical self-awareness of one's own cultural background
• understanding individual and cultural assumptions, stereotypes and prejudices
• empathy, flexibility, openness, respect, reflexivity and conflict resolution
• acting as local and global citizens in ways that are respectful and socially responsible
• developing proficiency in another language to assist intercultural competence.

4.3 Standpoints on Cultural Diversity

The approach one takes to cultural diversity when promoting intercultural understanding is also important. At a professional learning day on 17 August, schools attended a workshop that introduced them to 5 Standpoints on Cultural Diversity, which were adapted from Sleeter and Grant's work on critical multicultural education (2009). The adapted standpoints include: Cultural integration, Tourist, Human relations, Multicultural and Transformative.

The 5 standpoints are a useful framework that can help schools and individuals reflect on their current policy and practice and to stimulate thinking about a range of possible approaches to cultural diversity. The Standpoints could be used with a school audit tool to monitor whole school approaches to promoting cultural diversity (Refer to Appendix D –LEAD School-based audit tool). Since building ICU crosses into both personal and professional domains, the Standpoints could also be used to consider personal attitudes toward cultural diversity as well as teaching and learning approaches used in the classroom. There is evidence from the literature that indicates that both personal and professional ICU capabilities affect teaching and learning practice for promoting student ICU.

It is important to note that the 5 Standpoints were not originally intended to form a linear hierarchical progression. Each approach has its benefits and limitations when considering approaches to supporting cultural diversity. However in terms of promoting ICU, a multicultural approach or a
transformation approach have more potential for supporting ICU than a cultural integration or tourist standpoint.

For example, the cultural integration standpoint can be useful for schools to consider ways they can help students, such as recent immigrants or students that speak a language other than English at home, adjust to the school culture or to provide resources like English language assistance to enable students to participate in the school and society. However, the cultural integration approach is also limiting because it focuses on what ‘other’ students have to do to integrate rather than considering what all students can do. It is crucial for ICU to be inclusive of all students. Refer to Appendix D – LEAD School-based audit tool for a fuller description of the 5 standpoints.

4.4 Key factors for promoting ICU in a school context

Based on evaluation findings from the field trial, including in-depth interviews with school change teams and an extensive review of the literature focusing on the compulsory education years, this report outlines the knowledge, attitudes and skills needed for learners and educators to foster ICU; identifies examples of teaching/learning practice and ‘next practice’ innovation; discusses implications for education policy and practice; and provides a set of recommendations for further ICU development in schools and the education system.

Findings from the field trial such as factors supporting project implementation and ICU promotion in a school context support evidence in the literature review. Notably, the evidence indicates that the most important factors to support ICU in schools include professional and personal staff capability, a critical approach to cultural diversity, supporting positive interpersonal connections and promoting ICU across the school rather than limiting it to specific subjects or as ‘once-off’ curriculum units. A brief overview of key findings are presented in this section.

School staff capability

The research literature highlights the importance of school staff professional development for promoting ICU (Bezzina & Butcher, 2008; Cain, 2010; Dutro, et al., 2008; Tudball, 2005). ICU involves both personal and professional capabilities because it is about both attitudes toward cultural diversity and skills to interact with people from diverse cultures and the ability to support student ICU development through effective teaching and learning practices. A significant portion of the field trial projects involved building teacher capabilities. Some schools initially planned to implement a project to build student ICU. However, it became clear that school staff needed the support to reflect on their own knowledge of ICU and to consider ways to build their confidence in the classroom. As a result, change teams focused on building staff capability mainly through professional learning opportunities and through building in release time so that staff could reflect on their current practice, consider what they are doing well and how it could be improved by including an ICU focus.

A few schools used the 5 Standpoints to reconsider their approach to cultural diversity in the school. Some also applied a transformative approach to their project in order to promote a deeper understanding of people from different cultural backgrounds. Leeman and Ledoux (2005) completed a study in the Netherlands that explored teachers’ opinions and approaches to intercultural education. They conducted a survey with 74 mostly White Dutch teachers with a fairly even gender balance (Leeman & Ledoux, 2005, p. 578). They found
that teachers focused mainly on individual diversity and getting along with each other rather than discussing cultural diversity specifically.

Overall, teachers avoided discussing intercultural or moral dilemmas that arise in intercultural interactions and avoided critical discussions of conflict and how it might be resolved. The standard approach to intercultural learning across the schools was a ‘social relations’ approach with an emphasis on general pluralism that focused on general differences rather than cultural differences (Leeman & Ledoux, 2005, p. 587). Connecting this to the 5 Standpoints on Cultural Diversity, the teachers took mostly a ‘human relations’ approach but without also considering conflict resolution. Leeman and Ledoux point out that, “Intercultural education based on the general pluralism approach can benefit the well-being of all pupils. However, education and social relations do not develop in a social vacuum. Asymmetrical power relations between groups are typical of daily life in both school and society” (2005, p. 587). They recommend that teachers take a critical approach to diversity by also engaging students in challenging and appropriate discussions.

Interpersonal engagement

The research literature also provides evidence of the importance of interpersonal engagement for building ICU. There is also evidence to suggest that positive interracial contact between school-aged young people can encourage positive intercultural attitudes (Aboud, et al., 2003; Ata, et al., 2009; White & Abu-Rayya, 2012; White, et al., 2009). Based on project impacts, staff observations provide further evidence of the potential effectiveness of positive interpersonal engagement for building positive ICU skills and attitudes. There is also emerging evidence from the field trial to suggest that supporting students to interact with people from different cultural backgrounds helped them to take ownership over their learning.

A few change teams in both primary and secondary schools noticed that students that were usually disengaged were much more interested in their learning after they had a personal reason for communicating with people from different cultures. For some students, teachers observed that this had an impact in other subject areas, not just languages or social science. For example, students that had positive interactions with students from a sister school were more motivated to learn another language. Teachers also reported that they had a deeper understanding about what it means to be a global citizen and why it is important to have the skills and attitudes to interact with people from different cultural backgrounds.

Opposing prejudice and racism

Research evidence suggests that curriculum units, programs and other initiatives to promote ICU are most effective if students are thoughtfully engaged in discussions about their attitudes toward people from different cultures. Through these discussions, students can also have the opportunity to reflect on negative attitudes toward cultural diversity and issues around racism. International and Australian research has demonstrated that children as young as 3 to 4 years old are aware of gender and racial differences (Brown, 2001; Brown & Bigler, 2005; Freeman et al., 2012; Lane, 2008; MacNaughton & Davis, 2009; MacNaughton, Davis, & Smith, 2010; Pahlke, Bigler, & Suizzo, 2010).

A few studies found that teacher capabilities to effectively address difficult questions or issues that might come up in the classroom have an impact on student ICU. If negative attitudes or perceptions of people from different cultural backgrounds are not appropriately discussed, then children and young people are likely to hold onto views that are left unchallenged.
Taking a ‘colour-blind’ approach by denying that there are social attitudes attributed to racial differences has been shown to be ineffective for reducing children’s prejudice (Pahlke, et al., 2010). Overall, recognising cultural diversity while denying the existence of race is counterproductive to a deeper social understanding of the diverse experiences of people from different social and cultural backgrounds (Hollingworth, 2009). A few field trial projects explicitly discussed issues of social inequality, prejudice and racism. Teacher capability was a significant factor in effectively engaging students to think about these issues. In addition, one primary school found that the unit they had initially designed for Grades 3 and 4 actually underestimated the students’ capabilities and willingness to engage with more in-depth topics.

Promoting ICU in the school and community
Studies have indicated that a whole school approach that involves the wider community is more effective for promoting long-lasting positive changes in ICU than isolated curriculum units or short-term programs. Promoting ICU involves a holistic approach because it involves skills and attitudes such as perspective-taking, conflict resolution, openness, empathy and respect. These attributes need to be supported at the school, in the community and at home rather than limiting it to time in the classroom.

The importance of whole school change for school-based interventions is consistent with the broader research literature (Elias, et al., 2003; Ertesvag, et al., 2010; Han & Weiss, 2005). These findings are supported by project impacts from the field trial. Change teams that had community support, especially from parents, found that the work they were doing to promote ICU was supported. Change teams reported that their school’s involvement of the field trial benefitted staff, students and parents especially around building a greater sense of inclusiveness. A few change teams also noted that school staff and parents were more likely to support ICU when they saw the impact that it had on the students.

4.5 Summary of key findings by method

Evaluation methods
The evaluation utilised a mixed methods approach, which included the following:

- Surveys based on ICU constructs and items informed by the existing literature. These were designed to measure changes in ICU for students and teachers. There were two versions of the student survey, one for primary school students (Grades 3-6) and one for secondary school students (Years 7-12).
- Individual interviews and focus groups to explore project implementation and acquire a more in-depth understanding of project impacts.
- An audit tool assessing current school policy and practice for promoting cultural diversity.
- A process-impact framework for schools to keep track of their project aims, implementation and impacts.
Surveys
Pre-surveys
Grades 3-6 students completed primary school pre-surveys (n=744). Mostly Years 7-9 with small groups of Year 10, Year 11 and VCAL\(^1\) students completed the secondary school pre-surveys (n=597). Teachers and school staff completed pre-surveys (n=258).

Post-surveys
Grades 3-6 students completed primary school post-surveys (n=407). Mostly Years 7-9 with small groups of Year 10, Year 11 and VCAL students completed the secondary school post-surveys (n=260). Teachers and school staff completed pre-surveys (n=51).

Student surveys
Overall the post-field-trial survey results indicated that the program had a positive impact on both primary and secondary students intercultural understanding. The strongest results were found for secondary students, although positive changes were also observed for the primary students. For secondary students, significant increases in ICU as a result of the projects were observed in students’ reported levels of intergroup skills, perspective-taking and meta-cognitive cultural awareness. Similarly, among primary school students significant ICU changes included higher reported levels of cultural awareness, openness to cultural diversity, meta-cognitive cultural awareness and perspective-taking.

Both primary and secondary students reported increased awareness of racism as a problem at the school and higher acceptance of cultural diversity in Australia. The primary student survey included similar items as the one used with secondary students, although it was adapted to be appropriate for a younger age group.

Staff surveys
Post-field trial staff survey data was only available for two schools thus limited quantitative analysis was possible regarding the impact of the field trial on staff. Data that was available suggests the program also had a positive impact on staff. One school showed some increase in staff professional and personal ICU capabilities, though these were not statistically significant. In contrast, at the second school, post-field trial project responses indicated statistically significant increases in professional ICU capability especially greater appreciation of teaching strategies to support cultural diversity and ICU and higher reported levels of comfort around discussing culture with students. This school focused explicitly on teacher capability and so this supports the importance of professional and personal support for ICU in the research literature and indicates that this has a positive impact on staff ICU.

Interviews
Interviews were conducted at 13 schools with 43 staff on the IUFT change team and with staff in key school leadership positions. There were 8 focus groups with 3-5 staff members each, 3 individual interviews and 2 interviews with 2 staff members.

---

\(^1\) VCAL (Victorian Certificate of Applied Learning) is available to Year 11 and Year 12 students as an alternative to VCE (Victorian Certificate of Education).
Individual interviews were also conducted with 3 INP staff. Key findings from the interviews included challenges and enablers for implementing an ICU project in a school context.

The specific school based enablers for effective project implementation identified were:

- Facilitative leadership
- Change team composition, cohesion and capability
- Project resources
- Staff engagement.

Specific factors identified as contributing to the promotion of ICU in a school context included:

- ICU content knowledge
- Staff professional development
- Student engagement
- Community engagement
- Whole school approach.

Audit tool

The audit tool used for the field trial was developed by the research team and is based on an existing audit tool for the Localities Embracing and Accepting Diversity (LEAD) program that explores ways to promote and support cultural diversity in schools (Greco, Paradies, & Priest, 2011). The audit tool was designed to help schools conduct a systematic audit of current school policy and practice that promotes cultural diversity and to identify things they would like to change.

Schools that completed the audit tool found that it was a useful way to reflect on school policy and practice. One change team commented that the tool assisted them to be strategic about implementing change across the school. It was also a good way to start staff discussions around what the school could do better to promote ICU.

Process-impact framework

The process-impact framework was designed to understand how schools implemented their projects and to identify any project impacts. The framework was divided into three sections:

1. Background information including change team make up, change team meetings, and the impact of planning days and professional learning days for developing their project.

2. Description of the school project including outlining the research question, aims, strategies to achieve project objectives and methods used to collect and analyse the project specific data.

3. Project impacts and future plans, which included identifying any project specific impacts and considering a 3-5 year plan to continue to build on the field trial project.

Key findings that supported project implementation include diverse change teams with leadership support, regular meetings and clear research objectives. These support the findings from the interviews.
4.6 What are the implications for policy and practice?

Based on the evaluation findings, the following summary of recommendations are made:

- ICU benefits the whole school and therefore should be inclusive of all students, school staff and the wider community.
- Importantly, ICU encompasses the whole curriculum and should not be limited to the traditional areas targeted for ICU such as languages and humanities.
- Moreover, for effective changes toward ICU development, an ongoing whole school approach is necessary rather than relying on isolated curriculum changes.
- Further work is needed to develop the Global Citizenship for Intercultural Understanding Framework as a tool to assist schools to consider ways to promote ICU at a whole school level.
- In addition to a whole school approach, it is also important to effectively engage the wider school community. Developing student ICU and promoting ICU across the school community necessitates a holistic approach that involves school staff, family and other community members.
- ICU involves recognising that all students are culturally diverse and all students, including Anglo-Saxon students need to be supported to explore their cultural background. Additionally, recognising and respecting diversity also includes gender, sexuality and socioeconomic status.
- ICU needs to emphasise critical self-reflection and positive identity development rather than just focusing on other cultures and people from different cultural backgrounds.
- There needs to be critical awareness of prejudices and discrimination in order to promote ICU.
- ICU should actively build positive and cooperative interpersonal and intercultural interactions, rather than passive learning.
- A longitudinal evaluation is necessary for future field trials to understand the relationship between improvements in ICU and student learning outcomes.
5. Introduction to the Intercultural Understanding Field Trial

5.1 Why is intercultural understanding important?

In November 2011, the Victorian Minister for Education, the Hon. Martin Dixon, MP, gave a lecture at the Melbourne Graduate School of Education on preparing young people to participate and compete in a global society (Dixon, 2011). Minister Dixon highlighted intercultural capabilities and languages as one of six key areas for improving student outcomes (2011, p. 12). He stated, "It's about equipping all of our students to participate and thrive in a society and economy that is increasingly connected. We want our students to go confidently out into the world and to take responsibility as global citizens (2011, p. 25).

Intercultural understanding is imperative to education in a world that has always been culturally diverse but is now increasingly interconnected. In this context, it is crucial for children to develop skills to positively and appropriately interact with people from diverse social and cultural backgrounds. Schools are well positioned to take a lead in supporting children to become global citizens. There is a growing body of international research that shows that children are capable of developing skills such as respect toward cultural diversity and critical awareness of their own culture from a young age.

Victoria, in particular, is one of the most culturally and linguistically diverse states in Australia. Based on 2006 Australian Census data, 23.8% of the population were born overseas spanning over 230 countries. Additionally, at home, 20.4% speak a language other than English and there are over 200 extant languages and dialects (Victorian Multicultural Commission, 2007, p. 11). Comparatively, across Australia, 22.2% of the population were born overseas and 15.8% speak a language other than English at home (Victorian Multicultural Commission, 2007, p. 11). In this context, it is a necessity for students to have the opportunity to actively build strong interpersonal and intercultural skills to support a culturally diverse society and social inclusion for all. This is supported by the UNESCO Guidelines for Intercultural Education, which state that intercultural education is important for students from all cultural backgrounds (2007, pp. 33-38).

Moreover, intercultural understanding is a necessity for all students, not just those living in areas that have more visible cultural diversity. For example, people are instantaneously connected through the media, such as television programmes, online news, and social networking websites. The media plays a major role in influencing attitudes toward people with different social and cultural backgrounds (Dalisay & Tan, 2009; Hester, 2002; Hong & Halvorsen, 2010; Khan & Pedersen, 2010; Lee, Bichard, Irey, Walt, & Carlson, 2009; Mastro, Lapinski, Kopacz, & Behm-Morawitz, 2009; Pedersen & Hartley, 2011; Steinbach, 2010; Tudball, 2005; Turner & Brown, 2008; Weisbuch, Pauker, & Ambady, 2009). Therefore, even if a school's population largely consists of students from the mainstream Anglo-Australian culture, intercultural understanding is still just as (if not more) relevant as it is for a school with greater cultural diversity if respect for all cultures is to be fostered.

Intercultural understanding is dependent on openness to different perspectives and people from different cultural backgrounds, an ability to reflect on one's own culture, and an ability to empathise with the experiences of others. In order to support students to have a deeper and more meaningful level of intercultural understanding, it is first important to be able to openly and
thoughtfully understand and work through individual prejudices and issues of racism and discrimination. In a nation-wide series of telephone surveys (n=12,512), 85% of respondents agreed or strongly agreed with the statement, “There is racial prejudice in Australia” (Dunn & Nelson, 2011, p. 593). These results indicate that there is strong acknowledgment from Australians that racial prejudice exists. It is therefore crucial for any policy promoting intercultural understanding to also explicitly and actively address racism, prejudice and other forms of discrimination.

Framework for Values Education in Australian Schools (DEST, 2005), the National Statement for Languages Education in Australian Schools (MCEETYA, 2005), and the Statements of Learning for Civics and Citizenship (MCEETYA, 2006). In response to this recognition, ACARA is currently developing an Australian National Curriculum that includes ICU as one of seven core ‘general capabilities’. In its draft stage, it outlines a developmental continuum with key ICU indicators to be assessed at different year levels (end of Year 2, end of Year 6 and the end of Year 10). The ANC is expected to be implemented in Victoria from 2013.

In this policy context, schools are increasingly being called on to support students to develop the skills and values necessary for living in a culturally diverse society. However, there is little research-based evidence of what best supports schools in this effort. There is also very little evidence about effective approaches to developing ICU in students. Partly in response to this gap in the evidence base, one of the objectives of DEECD’s Intercultural Understanding Field Trial (IUFT) was to explore strategies for promoting ICU in a school context.

5.2 Overview of the field trial

In 2011, DEECD through the Innovation and Next Practice Division identified intercultural understanding as a key department priority for further policy work. This was determined based on previous policy development around global education, values education and multicultural education. An authorising environment was created by approaching initially the DEECD International Education Division and subsequently the Languages, EAL and Multicultural Education Division, to sponsor a 10-month intercultural understanding field trial. The field trial was centred on ICU to address the knowledge gap by providing an evidence base to inform policy planning.

Research questions and objectives

The project sponsor along with a project board decided on a set of core research questions.

The primary research question guiding the field trial was:

1. What is the impact on student outcomes of teaching and learning practice for intercultural understanding?

The secondary research questions were:

1. What knowledge and skills do both learners and educators need for intercultural understanding?
2. How is effective practice identified and measured?
3. What intercultural understanding capabilities can be developed at each developmental stage of young people in different cultural contexts?
The overall objectives were:

1. to stimulate thinking about current school policy and practice around intercultural understanding and interaction (ICU),
2. to trial projects that support the field trial’s primary research question,
3. to evaluate innovative ‘next practice’ and consider its relevance for the education system, and
4. to support the intercultural understanding general capability under consideration for inclusion in the Australian National Curriculum in 2013.

The IUFT was implemented from February 2011 – December 2011 (Refer to Figure 16: DEECD Field trial stages and timeline). For a more in-depth description of the three stages refer to Appendix A – Field Trial.

Overview of participating schools

The field trial was a multi-sited intervention in 26 schools across Victoria. Each school had the flexibility to develop their own project to relate to the overall field trial questions and to fit with their local context. Therefore, each project was practitioner-led and school driven.

Overall, there were schools from 8 of the 9 regions and included 23 government schools, 2 Catholic schools and 1 independent school. The schools were mainly concentrated in the metropolitan area or within a few hours’ drive of Melbourne CBD. There were only four schools that were more than two hours’ drive outside the CBD. Of the 26 schools, there were 12 primary schools, 12 secondary schools and 2 combined schools. The schools were mainly concentrated in the Southern Metropolitan Region, Eastern Metropolitan Region and Barwon South Western Region. Refer to Table 1: IUFT Schools.

Based on the most recent school profile data from 2010 on the MySchool website (ACARA 2011), the field trial schools comprise a diverse range according to school size and student diversity. For primary schools, total student enrolment ranged from 112 to 771 students. For secondary and combined schools, enrolments ranged from 475 to 1,686 students and one combined school with 3,101 students. In terms of cultural and linguistic diversity, students with a language background other than English ranged from 1% of the student population to 82%. Indigenous students comprised 0-3% of the student population across all schools.
<table>
<thead>
<tr>
<th>School type</th>
<th>School regions and sector</th>
</tr>
</thead>
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| Primary Schools    | BSW (n=4)  
Doncaster PS  
Huntingdale PS  
Syndal South PS  
Benton Junior College*  
Hampton Park PS  
Kunyang PS*  
Lynbrook PS  
Yarram PS  
Bacchus Marsh PS  
Delacombe PS  
Beveridge PS  
Wandong PS  |
| (n=12)             |                                                                                          |
| Secondary Schools  | Clonard College (Catholic)  
Portland Secondary College  
Warrnambool College  
Blackburn High School  
South Oakleigh Secondary College  
Loyola College (Catholic)  
Northcote High School  
Keysborough College - Banksia Campus  
Kumai Secondary College - Morwell Campus  
Mount Clear College  
Bendigo Senior Secondary College  
Castlemaine Secondary College  |
| (n=12)             |                                                                                          |
| Combined schools   | Torquay P-9 College  
Haileybury College (Independent)  |
| (n=2)              |                                                                                          |

* Government school authorised with the International Baccalaureate Organisation
5.3 Overview of the evaluation

Aims

The core research aims of the evaluation were aligned with the primary field trial research question, “What knowledge and skills do both learners and educators need for ICU?” The evaluation aims include:

1. To measure overall changes in ICU across schools’ projects for students and staff.
2. To conduct a comprehensive review of international and Australian research literature focusing on the impact of teaching and learning practice for promoting students’ ICU in primary and secondary schools.
3. To provide ‘best practice’ examples of teaching and learning practice and ICU programs from the field trial schools in relation to what is currently known in the existing literature.
4. To provide key recommendations for future work in promoting ICU in schools across the education system and to support the implementation of the ICU general capability of the Australian National Curriculum in 2013.

Ethics approval

Each school conducted their own project for the field trial. This meant that the schools were responsible for formulating their research questions to align with the overall field trial research questions and for recruiting participants, collecting data and evaluating their individual projects.

In order to conduct the evaluation, research approval was sought from DEECD Research Division and human research ethics approval was sought from the University of Melbourne Ethics Committee. After receiving ethics approval, letters were sent to DEECD regional directors to inform them that the research team would be recruiting schools from their region to take part in evaluation interviews. School ICU survey data was also collected upon receiving ethics approval.

Methods

The field trial was evaluated as a whole across the 26 schools. Due to the lack of explicit a priori protocols for implementation and the variability across projects, it was not possible to design evaluation instruments and approaches that were tied closely to the specific nature of projects in each school. Instead, standard surveys measuring ICU for students and school staff were developed as the primary method of evaluating the field trial as a whole. This was supplemented by qualitative methods (i.e. focus groups and interviews). Schools were also provided with a school audit tool and a process-impact framework. The school audit tool was designed to assist schools to reflect on current practice supporting cultural diversity at a whole-school level. It was adapted from a pre-existing school audit tool from the Localities Embracing and Accepting Diversity (LEAD) program (Greco, et al., 2011). The process-impact framework was developed by the research team to support schools to monitor the implementation of their projects during the field trial. For more information about the evaluation methods, refer to Appendix B – Evaluation Framework and Timeline.
6. Findings from the Literature

Intercultural understanding (ICU) is described as the capacity to participate and negotiate with people of different cultural backgrounds. This includes positive, cooperative, tolerant and respectful interactions between people of diverse cultural backgrounds at both an institutional and interpersonal level (DEEWR, 2009). ICU is closely related to acceptance of cultural diversity and effective cross-cultural problem solving and conflict resolution, as well as critical awareness of racism (MacNaughton, et al., 2010; Paradies, et al., 2009; United Nations Educational & Cultural Organization, 2007).

Intercultural understanding is imperative to education in a world that has always been culturally diverse but is now increasingly interconnected. It could be argued that all education is intercultural. This has been outlined in numerous policy documents including the UNESCO Guidelines on Intercultural Education (United Nations Educational & Cultural Organization, 2007). Based on three core principles, the UNESCO Guidelines state that intercultural education is important for all students and should be incorporated at a whole-school level rather than as an ‘add-on’, that it should develop respect and understanding for other cultures as well as the skills to reflect on one’s own culture, that it needs to include a critical awareness of racism and discrimination and that it involves not only awareness but a responsibility to act in ways that promote ICU (United Nations Educational & Cultural Organization, 2007).

6.1 Aims

The overall aim of this review is to assess the effectiveness of teaching and learning practices for improving ICU in students within schools. The existing evidence base covering the compulsory education years was searched in order to:

- Identify effective teaching and learning practice for improving learners’ ICU.
- Identify the knowledge, skills, and attitudes needed to improve learners’ ICU.
- Consider ICU developmental stages for learners across the year levels.
- Identify effective whole school level promotion of ICU.

For the purpose of the field trial, primarily intervention studies focusing explicitly on developing ICU in students were included.

6.2 Methods for selection publications for review

An extensive international literature review of evidence-based studies using rapid systematic methods (Ganann, Ciliska, & Thomas, 2010) was conducted for the purposes of this field trial. The aim was to identify effective strategies for improving students’ ICU in compulsory education settings. Therefore, studies that focused solely on theoretical background were not included for data extraction but were instead used to contextualise the review. To retain a focused review, the primary search was conducted using education electronic databases of recent publications from 2000-2011. This was complemented by further searching of Academic Search Complete to include references from other disciplinary areas. Searches of reference lists, Google and key websites were also conducted and key authors contacted via e-mail. In addition, journals which contained four or more primary studies from the initial
electronic database search were hand-searched (e.g. Intercultural Education and Multicultural Education). Finally, Google Scholar was searched from 1980-1999 to capture any other relevant articles such as meta-reviews of ICU literature. Selection criteria used for study inclusion as well as further information about the literature review methods can be found in Appendix C – Literature review methods.

6.3 Findings

Based on the 70 studies that were located, it is clear that the evidence about the impacts of school-based approaches to ICU is an emerging area internationally. Most studies were descriptive or exploratory case studies (n=25). Others measured ICU either at a single point in time (cross-sectional, n=9) or before and after a particular intervention (n=19). Finally, the rest were case-control studies (n=6), ethnographic studies (n=6), evaluations of ICU projects (n=2), program descriptions (n=2) and one longitudinal cohort study. These studies were useful in that they identified factors to consider when designing and implementing an intervention to promote ICU. They also provided information about the limit of particular approaches to effect positive changes in students’ ICU. However, while these studies provide evidence that suggest promising practice, more rigorous evaluations need to be conducted to determine their effectiveness.

Most studies from the review were short term interventions (typically less than 1 year) with follow-up data collected immediately post-intervention only. There was one study that described a 3-year long intervention, which was a pen pal exchange (Barksdale, Watson, & Park, 2007) and another study reported a 2-year education program (Ngai & Koehn, 2010). Both of these studies also collected data immediately post-intervention. There was only one longitudinal cohort study that was designed to track secondary students’ meta-cognitive development over a 3 year period (Leutwyler, 2009). This study connected meta-cognitive development with students’ learning strategies in terms of how they plan, monitor and evaluate their learning (Leutwyler, 2009, p. 116).

One of the key findings of the review was that ICU outcomes measured within studies were limited to increases in knowledge, general awareness of cultural diversity and short-term shifts in attitude. Based on the data reported it was difficult to know if the changes observed, especially changes in attitudes and behaviours, would persist. Clearly, further longitudinal research is needed to measure changes in the same students over time.

Effective teaching and learning practice for students’ ICU

There were three key findings from the literature that contribute to effective teaching and learning practice for promoting ICU:

• Findings across 17 studies suggest that making personal connections with individuals of different cultural groups in a supportive environment, and in ways that are meaningful and relevant to students’ lives can build ICU.

• Results from 16 studies indicate that only building cultural knowledge and cultural awareness may result in positive short-term but not necessarily long-term changes in attitudes and behaviours.

• Across seven studies, it was found that only building cultural knowledge and cultural awareness can have no effect on attitudes or behaviours and may even reinforce prejudices if students’ attitudes toward people from different cultural backgrounds are not explicitly addressed and thoughtfully discussed.

• Seven studies contend that teaching practice at a classroom level needs to be supported at a whole school level along with school leadership and administrative support.
Taking a critical and in-depth approach to ICU

Most studies ($n=42$) measured the impact of a single curriculum unit, classroom activity, or short-term student exchange or program. Some of the consistent findings across these studies is that there is minimal to no long-term effect without a more comprehensive approach across the curriculum and at a whole-school level (Hester, 2002; Michael & Rajuan, 2009; Toner, 2010; Turner & Brown, 2008).

Additionally, studies that aimed to increase ICU through curriculum changes, multicultural literature, and cultural knowledge found that these approaches were not effective without an explicit and deeper engagement with cultural diversity (Dressel, 2005; Kamp & Mansouri, 2010; Maylor, 2010; Toner, 2010).

One of the predominant findings from this review is that topics concerning race, prejudice and discrimination need to be appropriately engaged with rather than ignored. For example, one study used photographs to teach openness toward cultural diversity to 175 elementary students (Lintner, 2005). Many of the students felt “afraid or resistant to difference” (Lintner, 2005, p. 36) because they lacked a way of understanding difference.

The study concludes by urging teachers to engage with students about their biases and prejudices. In another study (Dressel, 2005), 123 eighth grade students read multicultural texts in order to reflect on their own beliefs and cultural practices in relation to people with different experiences and cultural backgrounds. The study found that without a critical framework to think through differences, students tended to “hold tightly to attitudes reflective of their own cultural groups” while dismissing alternative experiences (Dressel, 2005, p. 759).

Other studies also found that there can also be negative impacts if topics addressing race, prejudice, and difference are not appropriately approached through classroom discussions and further supported at a whole-school level (Dressel, 2005; Dutro, Kazemi, Balf, & Lin, 2008; Hollingworth, 2009; Meier, 2007; Turner & Brown, 2008). Zirkel (2008) conducted a meta-review of empirical studies that implemented aspects of Banks’ multicultural education components and found that for multicultural education to be effective, it needs to thoughtfully name and address ethnicity, race and power and its relevance for students’ lives as members of society.

Consistent with international literature, this means that, 1) students and teachers need a conceptual framework to constructively think through their feelings, experiences and thoughts about racism and discrimination in a supportive authorising environment, and 2) a ‘colour-blind’ approach is an ineffective way to promote ICU and may actually reinforce negative attitudes and behaviours (Apfelbaum, Sommers, & Norton, 2008; Pahlke, et al., 2010; Piaut, Thomas, & Goren, 2009; Ryan, Hunt, Weible, Peterson, & Casas, 2007; Ullucci & Battey, 2011).

Maylor (2010) conducted a study in England that explored the extent to which the national curriculum was effectively meeting the needs of students from diverse backgrounds and how this was being implemented in teaching and learning practice in both primary and secondary schools. The study found that teaching awareness about diversity is not an effective approach on its own to minimise racism and prejudicial attitudes. Instead, it is necessary to have a critical approach that explicitly engages classroom discussion about attitudes toward cultural diversity that is inclusive of all students (Maylor, 2010, p. 248).
Supporting teachers to develop students’ ICU

The onus is often on teachers to implement successful strategies to promote ICU in their classrooms. Research has strongly indicated that teachers need support to feel confident about having more complex discussions about cultural diversity and race, which includes knowing how to respond, knowing how to encourage students to openly discuss their thoughts, and knowing the kinds of teaching practices that are most effective for promoting positive attitudes toward people from different cultures (Dutro, et al., 2008; Freeman, et al., 2012; Wertheim, Davis, Freeman, & Trinder, 2010). For example, in considering whether complex instruction (a form of cooperative learning) can be used for intercultural education, Ermalsteen (2002) found that students needed to have some prior knowledge of each other and teachers needed to have the skills to effectively facilitate positive student interactions.

Based on 12 interviews with primary school teachers and school leaders as well as classroom observations, Toner (2010) found that teachers were reluctant to discuss issues considered to be too complex or controversial even when students raised questions.

[...]

Another key finding is that building ICU involves more than teaching content or incorporating units into a curriculum. It is also inextricably linked with teacher attitudes toward cultural diversity, modelling behaviours, and openness and critical awareness within the classroom and the school as a whole, both inside and outside formal teaching time (Toner, 2010, pp. 178, 215). These findings demonstrate the need for professional development so that teachers can confidently put policy into practice (Toner, 2010, p. 228). This is especially pertinent given the planned roll-out of the ANC in 2013.

Teachers need capacity building so that they have a framework to think about these issues as well as the ability to explicitly engage students rather than deflecting discussion opportunities.

Moloney (2008) conducted a study in Sydney, New South Wales that examined how the modelling behaviours of 4 primary school language teachers facilitate the development of 49 Year 6 students’ intercultural competence. The key findings linked the following teacher behaviours to students’ increased intercultural competence (Moloney, 2008, p. 16):

- Designs purposeful language tasks that stimulate and allow reflection.
- Effectively models the target language and culture.
- Displays knowledge of meta-linguistic connections.
- Understands culture and identity in self and students.

Consistent with international literature, the content and approach of ICU promotion initiatives need to be thoroughly considered. For example, as part of a larger study in the U.S., Hollingworth (2009) presented a case study description of the impact that a teacher’s approach to cultural diversity can have on classroom discussions about race. For a 4th/5th grade unit on colonial American history, the teacher felt that students should not think about racial differences and therefore ignored or diverted attention away from students’ comments about race. By taking this approach, student understanding about race and cultural difference is not appropriately engaged and as a result, can reinforce negative perceptions as was also found in another study (Dressel, 2005). The teacher took a ‘colour-blind’ approach.
because of her own reported discomfort with discussing race rather than using the opportunity to thoughtfully challenge the students’ comments (Hollingworth, 2009, p. 44).

In a similar study (Dutro, et al., 2008), 4th and 5th grade students undertook a project about their cultural heritage. As they were talking about each other’s identity, students raised issues around race and culture. One of the students initiated the conversations by going up to each student asking them, “What are you? Where are you from?” (Dutro, et al., 2008, p. 269). Tensions arose amongst the students about where someone was ‘really’ from. The teacher took the opportunity to open up a constructive space for students to discuss their thoughts and supported them by helping the students challenge their thinking and consider other perspectives. Dutro (2008, p. 295) explicitly states:

> The teacher’s role was crucial to how this case unfolded and raises issues about what teachers might need to learn to skilfully facilitate conversations with children about race and other social categories. In this case, turning the negative situations and feelings that some children encountered along the way into opportunities for critical discussion required Ruth’s openness to children’s feelings and ideas and her commitment to create spaces for those ideas and feelings to be shared as a class. It is crucial to support teachers in this work.

These findings support the need to engage with students’ lived realities inside and outside the classroom rather than ignoring or simplifying difficult issues. This requires ongoing support for teachers to build their knowledge, skills and confidence to effectively engage with the complexity of intercultural understanding, which includes a critical approach to cultural diversity.

**Identified knowledge, skills and attitudes for students’ ICU**

Intercultural understanding involves particular attitudes, behaviours and beliefs toward cultural diversity and people with different cultural backgrounds. The majority of recent studies included in this review have focused on measuring changes in students’ awareness of cultural diversity, knowledge acquisition and attitudes toward people from different cultures (Alexander & Morton, 2007; Barksdale, et al., 2007; Bianchi, 2011; Ngai & Koehn, 2010; Shandomo, 2009; Steinbach, 2010). There were only a few studies in the literature that explicitly measured key aspects of ICU, such as empathy, openness, meta-cognitive skills and intergroup skills such as cooperation and conflict resolution. Empathy, intergroup skills, and meta-cognitive skills are highlighted here.

**Empathy**

Equipping students with the ability to be open to people’s different experiences and perspectives is important for developing empathy. Empathy involves an attempt to understand and feel what it is like to experience the world from another person’s perspective. A South Korean study of 3-7 year old children in kindergarten programs (n=90) found that children have the capacity and the moral reasoning skills to consider and understand different perspectives (Hong, 2004). There were two studies from the review that focused explicitly on empathy in older children (Louie, 2005; Tettegah & Neville, 2007). One study focused on a 6-week unit for Year 12 students and explored the types of empathy that can be developed by reading historical multicultural texts (Louie, 2005). One of the stories took place during China’s Cultural Revolution and was about a man who was tortured because he was an artist. As part of the story, the students learn that the man owns a dog and later in the story, the dog is killed. When asked about their feelings toward the
man, the students demonstrated mainly cognitive empathy (or perspective-taking) and parallel empathy (Louie, 2005, p. 571).

In accordance with the literature, there are two types of empathy: Emotion matching (or parallel empathy) is feeling as another person feels while empathic concern (or reactive empathy) involves feelings for another person such as sympathy or compassion (Batson & Ahmad, 2009). Perspective-taking is a concept closely related to both forms of empathy (Vescio, Sechrist, & Paolucci, 2003) which also occurs in two forms: 1) imagining how one would feel in another’s situation and 2) imagining how another feels given their situation (Batson & Ahmad, 2009). Research shows a strong inverse relationship between levels of prejudice and empathy/perspective-taking, and suggests that invoking empathy and perspective-taking can reduce race-based discrimination.

Empathy and perspective-taking can lead people to feel more positively about each other (Dovidio et al., 2004) and can reduce stereotyping (Batson & Ahmad, 2009). Asking people to imagine how the other person was feeling (i.e. emotion matching) – as opposed to focusing on the information provided – may contribute to increased liking for a specific member of another group and the group as a whole (Batson et al., 1997; Batson & Ahmad, 2009).

Empathy can also influence motivations to behave in a more supportive way toward others. Empathy invokes concern (e.g. compassion, sympathy) that produces an altruistic motivation to improve the welfare of another person (Batson, et al., 1997; Batson & Ahmad, 2009). Perspective taking in particular leads to an appreciation of the situational/contextual factors (above and beyond personal/ dispositional characteristics) that result in disadvantage (Batson & Ahmad, 2009; Stewart, Latu, Branscombe, & Denney, 2010; Vescio, et al., 2003), including increased acknowledgement of racial inequalities (Todd, Bodenhausen, Richeson, & Galinsky, 2011). It has been shown that reactive rather than parallel empathy is preferable when the person being empathised with is experiencing anger rather than sadness (Vescio, et al., 2003).

While none of the students demonstrated reactive empathy toward the man as a person who was tortured, they did have limited reactive empathy toward the man as a dog owner and all had reactive empathy toward the dog that was killed. The key finding from these results was that in order to develop empathy using multicultural texts, students need to first understand the social, cultural and historical context in order to make sense of other people’s experiences, especially those that are significantly different from their own (Louie, 2005, p. 577).

Another study examined empathic responses among 74 Year 7 and Year 8 African American students in response to video simulations of race-related aggression (Tettegah & Neville, 2007). A third of the students reported previously experiencing racism although only about 20% expressed empathy for the victim in the simulation (Tettegah & Neville, 2007, pp. 35, 41). A significant finding was that students who were able to name and identify examples of racism in the video were also more likely to exhibit empathy.

Supporting students’ ICU through positive interpersonal connections

A key finding was that the most significant changes in students’ ICU seemed to result from positive personal interactions with people from diverse cultures. There is evidence to suggest that positive interracial contact between school-aged young people can encourage more positive intercultural attitudes (Aboud, Mendelson, & Purdy, 2003; Ata, Bastian, & Lusher, 2009; White & Abu-Rayya, 2012; White et al., 2009). Furthermore, the outcomes of intercultural contact between school-aged young people appears to be
influenced by various factors, namely: broader social influences, such as perceived parental support for intercultural contact and perceived fairness of media representation of outgroups groups (Aboud, et al., 2003; White, et al., 2009), intercultural anxiety, perceived typicality of the outgroup members, perceived importance of contact and quality of contact (Binder et al., 2009; Cameron, Rutland, Hossain, & Petley, 2011; Mahonen, Jasinskaja-Lahtı, Liebkind, & Finell, 2011).

One study from the review examined the effectiveness of a prejudice prevention intervention for fostering positive interpersonal relations (Salzman & D’Andrea, 2001). The study compared a class of 28 4th grade students with a control class of 22 4th grade students. The gender ratio and cultural diversity was approximately equivalent in both classes. The experimental group of students took part in one 40-minute class per week over a period of 10 weeks. They engaged in multicultural guidance activities. The week 2 activity asked students to make a list about themselves, like favourite food and music. The facilitators guided the students to discuss their responses with each other. For the week 9 activity, students gathered in small groups and were asked to look at each others’ hands and observe similarities and differences. The facilitators led group discussions and asked students questions such as, “What do you notice about your own and your neighbour’s hands? ‘Are they all the same colour/shape/size?’ and ‘Do you think any hand is better than another?’” (Salzman & D’Andrea, 2001). Students completed pre and post-tests, which used two validated scales – the Social Skills Rating System and the Coopersmith Self-Esteem Inventory. Students in the experimental group made significant improvement in their cooperative social skills.

Another study measured the effectiveness of an intercultural education program based on the Jigsaw technique in relation to changes in student ICU (Santos Rego & Moledo, 2005). The Jigsaw technique is a prominent cooperative learning technique based in social psychology and is characterised by:

[… ] the high level of interdependence that is generated when the larger classroom is divided into smaller subgroups. Each subgroup (called the expert group) focuses on one particular aspect of the overall assignment (the overall puzzle) In this way each person becomes an expert on this particular aspect of the assignment. The expert group works carefully on their part of the assignment. In phase two, new subgroups are created in such a way that each member of the expert group is placed with representatives from the other expert groups. All of the new subgroups now contain an expert on each separate aspect of the assignment. Each person (expert) is responsible for explaining his/her part of the overall assignment. The pupils are interdependent because the assignment cannot be completed without contributions from each student. (Santos Rego & Moledo, 2005, p. 294)

The study compared secondary students aged 12-14 years across 6 schools in Spain (123 were in the experimental group and 127 were in the control group). Analysis of pre and post-tests reported an increase in student motivation to learn and more positive intergroup contact. There were no significant differences in attitude, which the researchers attributed to needing a longer intervention period (Santos Rego & Moledo, 2005, p. 296).

As an extension of previous work that demonstrated the effectiveness of a cooperative learning program, Díaz-Aguado and Andrés (2000) examined the significance of the cooperative learning program for different age groups in terms of their tolerance toward other cultural groups. Based on a participant
sample of 226 Year 2 – Year 6 students across three schools in Spain, the study found that students aged 7-11 years old and belonging to the majority group developed increased tolerance toward gypsies, and especially for 8 year olds. Díaz-Aguado and Andrés also found that tolerance toward gypsies in terms of cognitive, affective and behavioural levels decreased after age 11 but stabilised toward foreigners (2000, p. 111). Based on these findings, the study recommends programs that are most effective to improve students’ levels of tolerance should be implemented at a young age and before age 11.

Metacognitive skills

There was one study that examined high school students’ self-reported use of meta-cognitive learning strategies. Leutwyler describes metacognition as implying “different aspects such as knowledge about cognition, awareness of one’s own thinking processes, comprehension of requirements for learning, control of learning processes, and regulation of cognitive procedures” (2009, p. 113). A longitudinal cohort of 1,432 students from Zurich, Switzerland answered self-report questionnaires in Grade 10 (average age 16 years) and Grade 12 (average age 19 years). The participant sample consisted of 64% females and 36% males. The study found no significant difference between Grade 10 and Grade 12 with self-reported metacognitive strategies remaining at moderate levels.

Leutwyler argues that this does not necessarily indicate stagnation in metacognitive development but instead provides evidence of “only a moderate self-reported use of metacognitive learning strategies that could increase. Contrasting this data with other studies indicates that the level of self-reported strategy use could, in fact, be substantially higher” (2009, p. 120). The study concludes by saying further research is needed to understand why self-reported use of metacognitive strategies does not appear to increase after age 16.

In a U.S. study, 81 Grade 6 to Grade 8 students across 5 maths classes took part in a statistics project to understand the school’s cultural diversity. For further description of the project, refer to the case study in Section 6.4 Examples of effective ICU programs and approaches. One of the project’s key questions was, “How does participation in a multicultural education activity change middle students’ metacognition and their view of diversity?” (Riskowski & Olbricht, 2010, p. 3). The students completed pre-post surveys with open-ended and closed questions. They also took part in interviews, group discussions, and classroom discussions. Students reflected on questions such as:

• Explain what you learned about yourself and other students during this project.
• What kind of difficulties or challenges do you think people from a background different than your own may face in their lives? Explain your response.
• What kind of privileges or benefits do you think people from a background different than your own may experience in their lives? Explain your response.
• How do you deal with situations when someone has a different point of view or differs from you in some way, yet you still have to interact with them? (Riskowski & Olbricht, 2010, p. 6)

Riskowski and Olbricht found that students reported a deeper understanding of cultural diversity, of themselves and of other students from different cultural backgrounds following participation in the activity. Some findings included:

Post-activity, students stated they were more comfortable and willing to
work with others from a different background. Students also reported they were more likely to discuss and compromise with others in conflict, which could reflect that students felt more confident in conflict resolution and in sharing power (Laursen et al., 2001). The necessity of examining conflict resolution provides insight into the students’ view of social justice (Ross, 1996) and understanding cause and effect in peer relationships (Fabes & Eisenburg, 1992), while delineating personal autonomy (Nucci et al., 1996). Thus, these findings support the use of transformative education to promote conflict resolution and metacognitive development (Riskowski & Olbricht, 2010, pp. 10-11).

Overall, the study found that after completing the project, students were more likely to recognise diversity within groups and also were more likely to see diversity as a positive thing for the school.

Impact of the media on student attitudes

Student attitudes toward cultural diversity need to be considered within the broader social and cultural context in which students live, both locally and globally. A study conducted in a secondary school in Quebec, Canada found that despite 40 years of ICU policy, students continued to have an us/them mentality due to a focus in Quebec on ‘protecting’ a French-Canadian culture and fears that immigrants will not assimilate (Steinbach, 2010).

Additionally, studies have suggested that the impact of the media could contribute to the relative ineffectiveness of various approaches to develop students’ ICU (Hester, 2002; Hong & Halvorsen, 2010; Steinbach, 2010; Tudball, 2005; Turner & Brown, 2008). This is supported by the broader literature, which makes a connection between the media and its impact on students’ perceptions of diversity and attitudes toward people from different social and cultural backgrounds (Dalisay & Tan, 2009; Khan & Pedersen, 2010; M. J. Lee, et al., 2009; Mastro, et al., 2009; A Pedersen & Hartley, 2011; Weisbuch, et al., 2009).

Identified ICU developmental stages for students

There is very little international literature about building ICU for students of different age groups and stages of development. Studies that addressed developmental issues mainly focused on young children’s ability to discuss issues relating to race and culture. These studies highlight an important aspect of ICU, mainly that in order to have openness toward cultural diversity, empathy and respect toward people with different cultural backgrounds, and the ability to critically reflect on one’s own cultural background, students need to have the opportunity as well as the ability to thoughtfully discuss thoughts and opinions that may highlight assumptions or prejudices about other people.

A strong body of international evidence demonstrates that children recognise difference from a very early age (Katz, 2003; Kelly et al., 2007; R. Lee, Gamsey, & Sweeney, 2008; Ramsey, 2008). Children are able to learn ways to respect cultural differences and learn about complex issues if taught in a developmentally appropriate way (Brown & Bigler, 2005; Quintana & McKown, 2008). Children are particularly vulnerable to negative misconceptions and unless taught otherwise, preferably in early childhood, they are more likely to hold to discriminatory views (Cachevki Williams & Cooney, 2006; MacNaughton & Davis, 2009; Quintana & McKown, 2008). Furthermore, research in Australia and the United States has shown that young children also attribute negative biases to people with cultural and racial backgrounds different to their own (MacNaughton & Smith, 2005). Stereotyping and racist beliefs are consistently found in children as young as 3 to 4 years old (B. Brown, 2001; Derman-Sparks & The A.B.C. Task Force, 1989; Lane, 2008;
MacNaughton & Davis, 2009; MacNaughton, et al., 2010). This research evidence shows that children are not ‘colour-blind’ and because of this, it is even more important for children to be engaged in discussions about cultural diversity in order to dispel stereotypes and negative attitudes toward difference.

Children can be supported to recognise the similarities that they share with other people but it is not enough to only focus on similarities. Children need to also have a way to think through the differences they notice. There are clear recommendations that children are capable of thinking about cultural diversity and global issues in complex ways and that it is better to teach them earlier rather than later so that they have a conceptual framework to think through what they see and hear (Connolly, Miller, & Eakin, 2010; Durlak & DuPre, 2008; Husband Jr., 2012; Lee, et al., 2008; Vandenbroeck et al., 2010).

Contrary to popular belief, research has shown that children do notice race and recognise when people are treated unfairly (Dutro, et al., 2008; Freeman, et al., 2012; Jaasma, 2001). Lee et al. (2008) found that kindergarten students were able to engage in anti-bias and multicultural activities that supported conversations around race and social class. After the activities and subsequent discussions, students were able to see within-race differences rather than seeing ‘non-White’ people as being ‘all the same’ (Lee, et al., 2008, p. 72). Importantly, a ‘tourist approach’ that focuses on material cultural aspects does not do enough to challenge students’ attitudes (Lee, et al., 2008, p. 69). This conclusion is supported by the 5 standpoints framework, which argues that a tourist approach can reinforce stereotypes because it does not consider ways that culture is dynamic and influenced by both external and internal factors (Sleeter & Grant, 2009 p. 105). Other strategies, such as anti-racist teaching practices and student role-playing, which are more oriented to a critical multicultural perspective or a transformative perspective have been shown to be effective for reducing prejudice (McGregor, 1993).

In spite of the international evidence supporting the need to raise issues of cultural diversity and race with young children, within the literature, discussions about difference are mainly addressed in later school years or avoided altogether (Leeman & Ledoux, 2003). For example, based on a provincial curriculum audit in elementary schools across Canada, most left global education and discussions around complex issues, such as global inequalities and race, to upper level elementary years (Mundy & Manion, 2008). Although many people think that taking a ‘colour-blind’ approach is more appropriate, ignoring difference rather than engaging with children’s observations about difference can actually serve to reinforce rather than dispel prejudiced assumptions (Pahlke, et al., 2010; Quintana & McKown, 2008).

**Identified whole school level factors for promoting ICU**

Another key finding from the review was a clear recommendation that the work teachers do in classrooms needs to be supported across the school, and not only in curriculum but also in school policy and practice (Maylor, 2010; Michael & Rajuan, 2009; Santos Rego & Moledo, 2005; Tudball, 2005). An example of the importance of a whole-school audit is reflected in a study that found the school was creating spatial segregation, which was contributing to an ‘us versus them’ mentality amongst the students (Steinbach, 2010). First, newly arrived immigrant students had to attend *accueil* classes, which were

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2 *Accueil* means ‘welcome’ in French. In this context, it refers to host-language learning classes for immigrant students designed to help them “to learn French language, academic practices and integrate into society” (Steinbach, 2010, p. 538).
separate from the rest of the students and the “regular-stream classes”; this was reported to be common to all schools in Montreal (Steinbach, 2010, p. 543). At this school in particular, the lockers of the “newcomer students” were located in the basement, apart from other students’ lockers. This further exacerbated their everyday experience with some of the other students, commenting that the “newcomer students” were not trying hard enough to assimilate into the school environment and were intentionally keeping themselves apart from everyone else (Steinbach, 2010, p. 542).

Furthermore, schools need support to implement intercultural government policies. In the case of Quebec, Steinbach (2010, p. 542) notes:

> “After 40 years of official interculturalism policies in Quebec with emphasis on dialogic relations, the assimilationist discourse of these teenagers still resembles that of their grandparents’ generation. The most frequently used words throughout the interview data were eux autres and nous autres (them and us).”

In the Netherlands, the national citizenship education policy supports in-country exchanges between students of different social and cultural backgrounds (Schuitema & Veugelers, 2011). One of these exchanges was examined to assess the quality of the intergroup contact between Year 10 students from Surinamese and Dutch-Antillean students from an urban suburb and native Dutch students from a rural area (Schuitema & Veugelers, 2011). While there were some positive encounters, the students also found the interactions awkward with students mainly keeping to separate groups (Schuitema & Veugelers, 2011, p. 108). Additionally, some of the activities actually encouraged competition rather than cooperation (Schuitema & Veugelers, 2011, p. 106). The study found that teachers need support to know the kinds of activities that support positive intergroup contact and how best to facilitate this during the exchange program. This is an example of how policy and practice need to support each other.

Overall, studies from this review have highlighted that it is not enough to only focus on developing individuals’ ICU at a classroom level; this needs to happen alongside structural and cultural changes to have the most impact over a longer period of time (Hoskins & Sallah, 2011; Leeman & Ledoux, 2003; Michael & Rajuan, 2009; Tudball, 2005). The challenge for schools is to develop an inclusive whole-school approach that spans the curriculum but also one that goes beyond the curriculum to make changes at an institutional level (Kamp & Mansouri, 2010).

### 6.4 Examples of effective ICU programs and approaches

Overall, based on the studies from this review, more formal and rigorous evaluations are required to determine the effectiveness of approaches for developing ICU that go beyond awareness raising and knowledge acquisition. From the review, there were a few studies that suggested promising approaches to effectively build students’ ICU. Some of these studies also noted examples of increased student motivation to develop their learning in traditional areas of literacy and numeracy as a result of their engagement with people from diverse social and cultural backgrounds.

In summary, key factors that promote ICU include:

1. Inclusiveness (ICU for all students, not targeting students that are culturally ‘visible’).
2. Actively promoting positive intergroup contact (Pettigrew & Tropp, 2006).
3. Explicitly working through important barriers to ICU such as prejudiced beliefs and racism (Paradies, et al., 2009; Pedersen, Walker, Paradies, & Guerin, 2011).

For additional factors that promote ICU in a school setting, refer to Section 9: Key enablers and challenges in a school context.

Examples of ICU

Table 2: Pen Pal Letter Exchange

| Pen Pal Letter Exchange – Virginia, USA and Domasi, Malawi  
(Barksdale, et al., 2007) |
<table>
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<tr>
<td><strong>Target group</strong></td>
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<td><strong>Project objective</strong></td>
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<td><strong>Project summary</strong></td>
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<td><strong>Methods</strong></td>
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<td><strong>Outcomes</strong></td>
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Table 3: Village Research Project

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<tr>
<th>Target group</th>
<th>Students from five Grade 6-8 mathematics classes (n=81)</th>
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<tr>
<td>Project objective</td>
<td>To analyse the effect of a mathematics multicultural activity on students’ meta-cognition and perceptions of diversity.</td>
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<tr>
<td>Project summary</td>
<td>In groups, students created a video of their school as represented by 100 students. They designed and conducted a survey using questions that they felt were meaningful (e.g. Do you judge others by their appearance?). Using their knowledge of statistics, they analysed the results and expressed the results in video format. All of the group videos were combined into class videos.</td>
</tr>
<tr>
<td>Methods</td>
<td>Students completed pre and post surveys consisting of reflexive open-ended and closed questions. Interviews and group discussions were conducted to discuss the responses to the open-ended questions. Thematic analysis was used for the qualitative data and ANCOVA was used to analyse the survey data.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>White students (72%) and non-White students (65%) were more likely after the project to engage with people from a different background. Before the project, White students were more likely to view diversity positively in the community (p=0.03) and non-White students were more likely to view diversity positively in the school (p=0.01). However, after the project all students made significant gains with “86% to 89% viewing diversity as a ‘good thing’ in their school, community and nation” (Riskowski &amp; Olbricht, 2010, p. 9)</td>
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<td></td>
<td>The project challenged students to think about their perception of diversity versus the reality in terms of what they ‘see’ and how their peers self-identify on paper.</td>
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<td>Students were more inclined to see diversity within groups and considered different perspectives as a positive thing for the school.</td>
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Table 4: Indigenous Education Program

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<tr>
<th>Place-based indigenous intercultural understanding program, USA (Ngai &amp; Koehn, 2010)</th>
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<tr>
<td>Target group</td>
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<tr>
<td>Project objective</td>
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<td>Project summary</td>
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and students from the Flathead Reservation regularly visited the school to teach students about tribal knowledge through stories and speaking in their native language. Additionally, there were class trips to the reservation.

**Methods**

Students at Lewis & Clark Primary School completed surveys at three different times across a period of two years. Students at the comparison school completed the survey at the end of the two-year period. The surveys included both open-ended and closed questions and aimed to assess cultural knowledge as well as intercultural understanding including attitudes toward Native Americans and openness to learning about different cultures.

**Outcomes**

Overall, the place-based intercultural program found that ongoing face-to-face interpersonal engagement and increased cultural knowledge supported students to develop positive attitudes toward Native Americans and a deeper awareness of the local historical context.

Due to the program’s strong interpersonal emphasis and focus on the local context and compared to the students at the neighbouring comparison school, Lewis & Clark students were more motivated to learn about the local Native American culture and worldview. Students identified that having Native American friends influenced their interest to learn more.

Lewis & Clark students deepened their understanding of the local Native American culture with less stereotyped perceptions and less focus on material objects. Students also expressed sympathy toward Native Americans after learning about the impact of White colonial invasion. Finally, students reported a greater sense of connectedness to Native Americans in the local area.

Teachers also reported greater confidence and knowledge as a result of developing partnerships with local Native American educators and having guest speakers in the classroom.
7. ICU Survey Findings

Eight primary schools and eight secondary schools collected student baseline pre-project data. Four of the eight primary schools and four of the eight secondary schools also collected post-project student survey data. Ten schools administered pre-project staff surveys. Only two of the ten schools also administered post-project staff surveys. Survey data from the schools covered mainly Grades 3-6, Years 7-9 and Year 11. There were a small number of Year 10 and VCAL student that completed the survey.

In order to show any changes in ICU, only the schools that provided both pre- and post-project survey data are reported in the survey analysis. Independent sample t-tests were used to explore differences in mean scores pre- and post-project across individual survey items for primary school students, secondary school students and staff at two primary schools. Only items that were statistically significant with significant differences (p <.05) are discussed. Marginally significant items and items with no change are included in the graphs to visually compare with the number of statistically significant items.

The survey items measured intercultural understanding using seven key constructs personal ICU capability and for staff, professional ICU capability as well. These constructs were drawn from a review of ICU literature (Sinicrope, et al., 2007) and a review of critical multicultural education (Zirkel, 2008).

For the primary and secondary student surveys, the seven key personal ICU capability constructs include openness to cultural diversity (11 items), adaptability/flexibility (6 items), reflexivity (meta-cognition) (5 items), empathy (2 items), perspective-taking (5 items), intergroup skills (4 items) and conflict resolution (2 items). Other constructs include cultural awareness (2 items), intergroup anxiety (2 items) and one item each for social distance, benefits of diversity, external and internal motivation to respond without prejudice and acknowledgment of racism at school.

For the staff surveys, professional ICU capability constructs include teacher capability (8 items), teacher confidence (2 items), ICU knowledge (7 items), valuing ICU (5 items) and openness to cultural diversity relating to professional capability (3 items). Personal ICU capability constructs include perspective-taking (2 items), intergroup skills (3 items), openness to cultural diversity (3 items), adaptability/flexibility (5 items), reflexivity (meta-cognition) (3 items) and empathy (2 items). Other constructs include one item each for acknowledgment of racism at school and community collaborations.

7.1 Staff Surveys

Only two schools returned post-project surveys, thus it was only possible to measure the effect of the field trial on these staff. Small sample sizes within both of these two schools further limited the analysis. However, the available data indicate the field trial had somewhat positive results for staff at both schools, though there was some difference in effectiveness between the schools.

For 25 survey items that measured staff professional ICU capability (items 14-38), response options ranged from ‘strongly disagree’ to ‘strongly agree’ (scores of 1-5). For 17 survey items that measured personal ICU skills and attitudes (items 39-55), response options ranged from ‘not at all true’ to ‘definitely true’ (scores of 1-4) and ‘never’ to ‘all the time’ (scores 1-4). The graphs indicate the response options according to overall mean score on the y-axis and the survey items on the x-axis.
School 8

Professional ICU capability

For survey items where there was a statistically significant positive increase over the course of the field trial, staff responses indicate greater recognition of their professional capability (item 14 - 'I plan activities to celebrate diverse cultural practices in my classroom' and item 23 - 'It is important to use a variety of strategies when teaching students from diverse cultures'). Staff results also indicate that aspects of ICU were more valued (item 31 - 'Learning to communicate in English is much more important for students than learning another language' and 'Fostering ICU is not important for the subject I teach').

In terms of professional capability, staff responses to items 17 and 18 indicate that the field trial project did not help them feel more confident in discussing culture or racism in the classroom ('I feel comfortable discussing issues of culture with my students' and 'I feel comfortable discussing issues of racism with my students'). Teachers felt more comfortable discussing culture than racism both at the start and end of the field trial. There was also no difference in self-rated knowledge of ICU (item 27 - 'When teaching students from diverse cultural backgrounds, it is important to treat all students the same' and item 38 – 'There is at least as much diversity within cultures as between them'). Although recognised as an important aspect of ICU in the literature, there was a significant decrease in reporting the importance of learning one’s own culture in the context of cultural diversity (item 36 - ‘Intercultural understanding means learning about one’s own culture and worldview’).

However, it is possible that this finding may be about focusing less on one’s own culture in a positive rather than negative light, with staff feeling that their ICU comes more from understanding those who are ‘others’ rather than those who are the same. In other words, this finding may have more to do with item reliability than any negative effects of the field trial.

Overall, it is important to note that the project for this school did not focus on building teacher capabilities and so these lower scores and no statistically significant increases in ICU could support the broader findings from the literature and other field trial projects that professional learning is key to supporting ICU in a school context.

Personal ICU capability

In terms of personal ICU capabilities, staff responses for items 45 and 48 reported marginally higher levels of openness to cultural diversity and higher social adaptability to intercultural contact ('I am aware of similarities and differences across cultures' and 'I can adapt my behaviour so that I get along with people from different cultures'). For item 47, staff responses reported feeling more comfortable around people from different cultures. ('I feel uncomfortable around people from different cultures').
Key to understanding the staff graphs

**Blue** = Statistically significant increase in ICU

**Green** = Marginally significant increase in ICU

**Red** = Marginally significant decrease in ICU

**Orange** = No statistical change in ICU

The graphs indicate the response options according to overall mean score on the y-axis and the survey items on the x-axis.

Survey responses for professional ICU capability (25 items):
1= ‘strongly disagree’
2= ‘disagree’
3= ‘neither disagree or agree’
4= ‘agree’
5= ‘strongly agree’

Survey responses for staff personal ICU capability (17 item= items 39-55):
1= ‘not at all true’
2= ‘somewhat true’
3= ‘mostly true’
4= ‘definitely true’

Figure 1: Staff at School 8 pre and post-intervention mean scores for items 14 - 23

Figure 2: Staff at School 8 pre and post-intervention mean scores for items 24 - 33
School 17

Professional ICU capability

Following the field trial, staff at this school reported a greater appreciation of teaching strategies that include celebrating cultural diversity (item 14 - ‘I plan activities to celebrate diverse cultural practices in my classroom’), consulting with other staff (item 15 - ‘I consult regularly with other school staff to improve my teaching of intercultural understanding’), increased knowledge of ICU teaching strategies (item 35 – ‘I know of teaching strategies and resources I can use to foster ICU among students’) and integrating diversity into teaching (item 16 - ‘I integrate the experiences, values and perspectives of diverse cultures in my teaching’). Staff also reported feeling more comfortable discussing culture with students (item 17 - ‘I feel comfortable discussing issues of culture with my students’).

This school explicitly focused on building teacher capability in order to implement ICU across the curriculum. Compared to School 8, the positive changes in teacher capability support the importance and positive impact of on-going professional learning.
Personal ICU capability

In terms of personal ICU capabilities, staff responses for items 39 and 40 indicate marginally increased levels of meta-cognitive awareness of their own culture in relation to other cultures (‘I can identify behaviours and attitudes of my own that are particular to my culture’ and ‘I am able to compare and contrast my own cultural perspective with another cultural perspective’) as a result of the field trial. Additionally, following the field-trial, staff reported significantly higher levels of social adaptability to intercultural contact for items 43 and 46 (‘I could deal well with the stress of adjusting to a culture that is new to me’ and ‘I can do well in new situations’).

Figure 5: Staff at School 17 pre and post-intervention mean scores for items 14 - 23

Figure 6: Staff at School 17 pre and post-intervention mean scores for items 24 - 33
7.2 Primary Students

As with staff, responses indicate that primary students generally responded well to the ICU projects, with significant positive changes in nine survey items. Survey responses indicated higher levels of cultural awareness, including an increased sense of knowledge of other cultures (item 28 - 'I know about different cultures'), meta-cognitive awareness of one's own culture (item 26 - 'I can point out things that I do and say that are from my own culture'), and capacity to acquire new information about cultures when necessary (item 30 - 'I ask questions if I want to know about people from different cultures').

Students also reported higher levels of perspective-taking and conflict resolution (item 10 – ‘When I argue with someone I try to understand their point of view’) as well as a desire to understand difference (item 23 - ‘It is hard to accept ideas that are different to mine’). In addition to positive attitudinal changes, there was an increased awareness among students of racism as a problem at schools (item 15 - ‘Racism is a problem in my school’).
After the field trial, primary students also reported an increased level of comfort with cultural difference (item 31 - 'I feel uncomfortable around people from different cultures' as well as higher acceptance of cultural diversity (item 17 - 'When people move to Australia, they need to become like the Australians that are already here'). Students also reported being less 'surprised when other people do things differently to me' (item 33) as a result of the field trial.

Overall, there was relatively little variation in ICU improvements across the 4 primary schools with survey data collected both before and after the field trial, with positive change in nine items across these schools. Although the extent of data limited comparisons, the overall effect in each school did not seem to relate to the type of project implemented.

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<tr>
<th>Key to understanding the primary student graphs</th>
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<tr>
<td><strong>Blue</strong> = Statistically significant increase in ICU</td>
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<tr>
<td><strong>Green</strong> = Marginally significant increase in ICU</td>
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<tr>
<td><strong>Red</strong> = Marginally significant decrease in ICU</td>
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<tr>
<td><strong>Orange</strong> = No statistical change in ICU</td>
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The graphs indicate the response options according to overall mean score on the y-axis and the survey items on the x-axis.

Survey responses for personal ICU capability (31 items):
1 = 'not at all true' or 'never'
2 = 'somewhat true' or 'sometimes'
3 = 'mostly true' or 'most times'
4 = 'definitely true' or 'all of the time'

Figure 9: Primary students’ pre and post-intervention mean scores for items 8 - 17.
ICU Survey Findings

7.3 Secondary Students

Survey findings show the greatest changes in the field trial occurred among secondary students with 15 items showing significant positive change over the field trial. Students reported higher levels of social adaptability (item 23 - 'I am comfortable with change' and item 33 - 'I do well in new situations'), as well as empathy/sympathy for others (item 40 - 'Other people’s feelings are easy for me to understand'), and lower levels of pre-judgment (item 36 - 'I try to understand other people before I judge them').

In terms of intergroup contact experiences and openness to cultural diversity, students reported greater attempts to learn from intercultural encounters (item 39 - 'I learn from mistakes I make when interacting with people from different cultures' and item 35 – 'I ask questions if I want to know about people from different cultures'). They also reported feeling significantly more at ease around people from different cultures (item 32 - 'I feel uncomfortable around...')
people from different cultures). In addition, there were significant increases in perspective-taking (item 26 – ‘It is hard to accept ideas that are different to mine’, item 37 – ‘I am surprised when other people think differently to me’ and item 38 – ‘I try to learn from people who do things differently to me’).

As a result of the ICU projects, students also reported a higher level of metacognitive cultural awareness (item 29 - ‘I can point out things that I do and say that are from my own culture’) and increased sense of self-awareness in relation to others (item 30 – ‘When I meet new people I think about how they are the same as me and also how they are different to me’, and item 24 – ‘When I meet new people, I focus on how they are the same as me’).

In terms of broader attitudes toward cultural difference and racism, students also demonstrated higher awareness of racism being a problem in their school (item 18 - ‘Racism is a problem in my school’), and were less insistent that people should assimilate in Australia (item 20 - ‘When people move to Australia, they need to become like the Australians that are already here’).

There was considerable variation in ICU improvements across the 4 secondary schools with survey data collected both before and after the field trial. Although the extent of data limited comparisons, the overall effect in each school did not seem to relate to the type of project implemented. For example, there were positive changes in 17, 7 and 4 items among three schools focusing on curriculum with before and after survey data.

### Key to understanding the secondary student graphs

- **Blue** = Statistically significant increase in ICU
- **Green** = Marginally significant increase in ICU
- **Red** = Marginally significant decrease in ICU
- **Orange** = No statistical change in ICU

The graphs indicate the response options according to overall mean score on the y-axis and the survey items on the x-axis.

Survey responses for personal ICU capability (31 items):

1. = ‘not at all true’ or ‘never’
2. = ‘somewhat true’ or ‘sometimes’
3. = ‘mostly true’ or ‘most times’
4. = ‘definitely true’ or ‘all of the time’
ICU Survey Findings

7.4 Broad Trends

Across all participant groups, the field trial projects had a positive impact on increased levels of social adaptability in personal and/or intercultural contexts. This ranged from general open-mindedness (primary students) to flexibility and adaptability in intercultural situations (staff and secondary students). Another key theme across all groups was a higher sense of cultural awareness, with all participant groups reporting greater understanding of their own culture and/or other cultures.

Some unique findings for each participant group also emerged from the data. Both primary and secondary students reported increased awareness of racism being a problem at their school; this was not observed among the staff. Similarly, both primary and secondary students reported more comfort around others from different cultural or ethnic backgrounds, though this was not reported by staff.

While broadly evaluation findings were similar for primary and secondary students, the desired change in mean score was found across a greater
portion of items for secondary than primary students. This may suggest a broader or more consistent level of success amongst older students, and/or sensitivity of survey methods to these different age groups. This requires further exploration.

Differences in results post-field trial were also observed between staff at School 8 and School 17, though small sample sizes limit the extent of these comparisons. In general, increases in skills and strategies for managing diversity in the classroom were greater for School 17 compared to School 8. Thus, while the program was successful in all settings, evidence clearly suggests that how the program works in different settings varies greatly. For example, schools that implemented a curriculum unit for their project needed to go further than developing students’ knowledge about other cultures. School 26 developed a curriculum unit based mainly on a sister school relationship to understand cultural similarities and differences. Students were encouraged to reflect on their own culture in relation to the sister school’s culture. Overall, the survey data found that the project was generally successful with an increase in overall responses. The greatest success related to cultural awareness and knowledge (‘I know about different cultures’). While these changes are positive, the research literature suggests that ICU programs need to go further by engaging students in critical discussions about cultural diversity as well as promoting positive intergroup and intercultural contact to result in greater changes to attitudes and skills.

It is likely that differences were due to the characteristics of the specific ICU projects conducted by different schools. This is an area for investigation in future studies in this field. Based mainly on qualitative data, some evidence of the different kinds of project outcomes by project type is provided in Section 9.6: Promising approaches to ICU promotion in schools.
8. Process Evaluation Findings

This section describes the experiences of schools in implementing their projects, with the aim of understanding which factors facilitated implementation progress and which factors were viewed as challenges to implementation. The section draws primarily on in-depth interview material gathered from a cross-section of 13 schools with 43 change team staff members, supplemented by researcher notes and process-impact frameworks completed by change teams. Relevant published research findings on project implementation are noted as well. Several key themes about project implementation emerged that indicate strong agreement across the interviews. Instances of divergence from common themes are also described.

8.1 School project implementation

A key finding from a meta-review of 542 studies provides strong evidence that effective project implementation contributes to better outcomes (Durlak & DuPre, 2008). The studies included 59 studies and five meta-analyses that summarised 483 studies. The research literature included "studies of mentoring, after-school programs, drug prevention, and mental and physical health promotion and prevention programs of various types offered in schools, health clinics, and other community agencies" (Durlak & DuPre, 2008, p. 334).

Previous studies have also indicated that for effective long-term change to happen and be sustained at a classroom level, a whole school approach is important (Elias, Zins, Graczk, & Weissberg, 2003; Ertesvåg, Roland, Sørensen Vaaland, Størksen, & Veland, 2010; Han & Weiss, 2005). For example, Elias et al discuss "literature on educational innovation with an eye toward feasibility and practicality, not possibility and exceptionality […] how it is simultaneously important, difficult, and possible" (2003, p. 305). They outline factors associated with successful ongoing school-based program implementation, which include a dedicated program coordinator, staff ownership, consistent support from principals and high inclusiveness across the whole school (Elias, et al., 2003, p. 311). Initiating change across a school is a complex process and requires a “multi-level ecological framework for understanding implementation…[including how] factors interact to influence implementation” (Durlak & DuPre, 2008, p. 340).

Interview material from the field trial clustered around several key factors that enabled change teams to effectively implement their ICU projects. These can be divided into two sub-streams:

- Factors that contributed to overall project implementation in a school context, and

- Factors that contributed to promoting ICU in a school context.

The first sub-stream is discussed in this section while factors specific to the promotion of ICU in schools are discussed in Section 9: Key enablers and challenges in a school context. Section 9 describes a thematic selection of schools’ projects and outlines key enablers identified by schools that helped to promote ICU. It draws on qualitative data in the form of in-depth interviews, researcher field notes, and process-impact frameworks provided by schools.
8.2 Key enablers and barriers for effective practitioner-led project implementation

There are several key factors that that emerged as important in supporting and sustaining ICU initiatives. These include:

- Facilitative leadership
- Change team composition, cohesion and capability
- Project resources
- Staff engagement

These factors reflect facilitators identified in previous studies such as collaborative shared decision-making, program “champions”, supportive leadership, staff ownership and understanding of project, professional development and sufficient ongoing funding (Durlak & DuPre, 2008).

It is clear from the interviews that implementing change in schools required a combination of these factors. Furthermore, change teams indicated that project implementation factors were influenced by the complexity of the school context. For example, interview participants reported if there is leadership support from the principal but the change team are not in a position to initiate change, then it may not be possible to move from the planning to the implementation stage. Drawing on in-depth interviews, the current section outlines key factors that are necessary for whole school changes and provides examples that point to these nuances within different school contexts.

Facilitative leadership

Change teams and principals consistently reported that having the principal support the project was a key factor at all stages of the field trial – from planning and implementation to considering ways to sustain the project. Change teams noted that support from other school leaders was important, but overall, the principal was identified as the person that could drive change at a whole school level. While support from the principal was crucial to school change, change teams noted that the form that this support takes is also important. The degree of involvement from the principal varied significantly across the schools. Change teams noted examples of effective leadership support, which included:

- Taking an active interest in the project,
- Lending authority to the change team, and
- Being flexible and open to ideas rather than prescribing the direction of the project

Change team staff said:

*If you get the principals on board and they believe it’s right for their students they will do anything. They will make it happen. But if you don’t get that buy in, it’ll just tinkle around the edges.* (School 7)

*You can have all the teacher resources in the world, all the support people, but if the principal and the leadership team don’t believe in it, it won’t happen.* (School 7)

*One of the great successes has been that the assistant principal and I [the principal] went [on the study tour] so that when we came back we could really drive a lot of what we saw that we wanted to implement because we’d been there and seen it together, and we’re in leadership. So for us that was a real plus I think.* (School 14)
I think your leadership and the general work staff actually needs to be in sync. I think that’s a really important point that we’ve had, so that’s been very good and supportive. (School 13)

While change teams stressed the importance of active involvement from the principal or leadership team, a few also mentioned that it was important to allow staff to develop ownership of the project. 

As principal or as a department head, [if you want staff] to develop something for you, give them the ideas and see what they can develop because 99% of the time it comes back as something fantastic and that’s actually what is the working guts of every school – the willingness and ability of teachers to create things. (School 12)

Another principal emphasised the need for wide staff support for the project:

“If I don’t have a number of people engaging in it and also taking, I guess, the responsibility for following up, and if it was only relying on the three of us I don’t think we would’ve achieved as much” (School 10).

Another change team member emphasised that having distributed leadership along with the support of the principal was an effective approach to conducting a school-based research project. This was highlighted in terms of the challenges that smaller schools might face:

We already had strength in leadership particularly with Emily and [then] Andrew as a leading teacher, so I already had the capacity in the school. So, I think the distributed leadership in terms of that is very important because it’s always a challenge in smaller schools [...] because the principal doesn’t always have APs or leading teachers or other layers of leadership. (School 10)

**Change team composition, cohesion and capability**

While leadership support from the principal was important, it was also important for the change team leader to be someone who was in a strong position to advocate for change in the school. The research literature describes such a person as a program champion, someone “who is trusted and respected by staff and administrators, and who can rally and maintain support for the innovation, and negotiate solutions to problems that develop ” (Durlak & DuPre, 2008, p. 337). Some change team leaders noted that it was difficult for them to lead when they held a junior position or if their usual role in the school did not provide them with authority to facilitate whole school changes. For example, if the project required curriculum changes across year levels, it was important that the change team leader (or someone on the change team) already had a role in curriculum development in the school.

One school mentioned, “I think we would have started more effective work earlier and been a more effective group, no matter what time we were given, if there was that level of ownership. Unfortunately the change team is made up of [mostly] new teachers and one teacher who had been here before” (School 12). Based on field notes collected from other schools, this was the case in other projects where the change team leader was not in a position to influence change. This problem sometimes led to a change in the team leader position partway through the project.

A few change teams suggested that it was also advantageous for change team leaders to have previous experience with school-based research projects and the “people management” skills to drive the project. The change management tools that were introduced at the planning days were intended to boost the change team leader’s management capability. However, there were
varying management skills across the change teams at the start of the field trial and it was perceived that change teams who already had change management experience were able to move more quickly with planning and implementing their project.

Our project was successful because we could buy time for our teachers to, in teams, reflect and work out what was right for our children. But then we have a very innovative staff and they’re used to doing that. (School 7)

We had that flexibility and also the skills to enable to put that one in. So I think preconditions in schools are really important to maximise these kinds of opportunities. (School 10)

I’m really glad we had an idea of what we wanted to do because I don’t think we would’ve been able to meet the timeline if we had not had a fairly clear idea of what we wanted to do. (School 5)

Even if change teams did not have previous research project experience, it seemed to be important for change teams to be open-minded and willing to try new things.

We didn’t really know. And I’ve not been involved in a research type project [like this before] … so that was all a big learning thing for me. But I’m a person that is willing to put myself out there to try something different. Because I think that’s how you grow. (School 16)

In addition, change team composition was also important so that it included staff members in diverse roles with a range of experience as well as those in both junior and senior positions. Change teams that did this found that they were able to promote ICU to the rest of the staff more effectively. Change teams also reported that having a cohesive team with different perspectives and skill sets assisted with project implementation.

Change team staff said:

Having representation throughout the school, that was really important – having a [Year] 5/6 person and a [Year] 1/2 person and then relating that to everyone else that’s in the school into their teams. So making it cohesive. (School 13)

So we’ve probably done it quite strategically in the fact that we, not only included teachers […] all the people in the team have got a different perspective and I think that’s what’s worked really well. (School 9)

And having a change team was really helpful as well because it’s not just me [the principal] then, and [it’s] from right across the school. (School 14)

Project resources

Time

Change teams stressed the importance of time as a determining factor for effective project implementation. Schools are busy places with multiple and competing priorities. The pressure that school staff are under is a key barrier that limits the amount of time and energy they can invest in other activities. Casual relief teaching (CRT) funding was crucial for change teams to have the time to devote to the project.

We’re doing reporting, meeting with parents. Like every job it’s hard, and when you got something new and brilliant to add it’s still something you have to find room and time for, and I think, like
everything, time is probably the most scarce resource we’ve got. (School 12)

Because time is the most precious thing within a school and we have such confidence in the talent of our teachers. We knew that if we could just give them time they would come up with the product. (School 7)

I suppose time is always going to be the issue because you go off and you do one of these training days and it’s fantastic while you’re there but you’re missing classes, you come back into full-time teaching and that all goes on the backburner […] It’s finding that balance. (School 10)

Change team staff were affected by the timing of the field trial. One principal commented that it would have been better to have found out about the project earlier, at the end of the school year before staffing plans for the following year had been completed, rather than at the beginning of the school year which required reorganisation of staffing.

“We understand that the best case scenario is that we know about it probably by term three the previous year because then we can build it into people’s timetables” (School 10).

**Funding**

Change teams clearly identified adequate funding as being a key enabler of project implementation. Each school received $15,000 to invest in their projects and to attend the planning days and professional learning days organised by DEECD. They also received $6,500 for two staff members to attend a study tour. Change teams emphasised that funding is crucial for project implementation in a school setting:

The funding that was provided … actually allowed us to release staff from their classrooms to work on this. (School 14)

You definitely need some funding so that people could actually have a little bit of room to move in what they wanted to do because there’s not always funding there. (School 15)

So, the will and the need were already seen by staff. The commitment was getting there. It was just that staff never have time to take on another layer, or how to take it on. And so we spent the money on having every level have an extra planning day to specifically plan for the intercultural understanding element of the unit of enquiry, as well as the normal planning day they would have had. (School 8)

However, some commented that the project funding was insufficient to cover the amount of time required to plan and implement their projects. Change teams commented that a considerable amount of their project funds had to be invested in CRT so that change team members could attend the planning days, which also involved considerable travel time for some rural schools.

And I suppose that’s where we’re coming back to the money side of it. [The amount] that was allocated for what’s been achieved doesn’t even come close to meeting the costs of putting something like this together. (School 9)

A lot of the things that we [received at the planning days such as change management tools] didn’t include the [whole] change team, and then you’ve got to logistically find time back at school to share with the change team. (School 15)
In terms of building on the work from the field trial, change teams have stressed the need for ongoing funding support:

[We need to] have another 12 months of funding in order to take this to the next level because it’s not ready. It’s not ready. It’s not finished. (School 5)

Now we’ve got it in but we’ve got to maintain it, so where do we get the money from because everybody, as far as the Australian Curriculum coming in, we’re all trying to make changes but we’re not getting any support or time to do that. (School 9)

**Staff engagement**

A critical factor for projects that focused on implementing ICU across the curriculum or an entire school was support from the broader school staff. The school change literature indicates that projects are usually more successful when there is high staff buy-in (Elias, et al., 2003; Firth et al., 2008). Change teams perceived that taking an inclusive approach to their project by regularly informing the rest of the staff and seeking their input and building relationships contributed to achieving staff commitment and a sense of ownership of the project.

As an approach to engaging staff, a few change teams suggested that it was helpful to frame ICU as something that can be built into everyday teaching practice rather than as just ‘another thing’ to consider:

Getting staff to realise how capable they are of actually infusing [ICU] into what they’re doing already, as opposed to thinking, “What is this intercultural understanding?** “Well actually hang on, I can do this. I can do this”. (School 7)

It’s [about] really making it explicit, I think. So you’re doing all these things in your classroom but focussing on the language and the terminology to then make kids realise also what they’re doing. (School 9)

By taking an inclusive approach to engaging staff as well as framing it as something that teachers are capable of, one change team commented:

I felt it went from “Here’s another project” to “How are we going to do this?” to by the end “This is really important and how are we going to keep it going next year?” (School 7)

One principal commented:

[To have] a successful program, relationships are critical. It’s how the staff play together, it’s how the staff play with the community and the students. It’s the staff getting excited about this sort of work and seeing value in this work. We knew that and we’ve had that culture here but I suppose going forward for other schools to adopt this sort of practice they need to see the value in it and they need to be prepared to do, like this team sitting here, the behind the scenes work. And the keeping the communication up with the other partners in the relationship is exemplary, and that’s probably the key thing, that they’ve got to put the time and effort into the relationships. (School 13)

Another principal described how the change team was able to involve other school staff. This was intentionally done in a supportive way so staff did not feel overwhelmed by a big workload:

This year we [the change team] had the ownership but we tried to get them [other staff] in on the ownership in a supportive way. Next year they’ll have full ownership […] We were just mindful of [staff workload
from other research projects] this year. And I think it’s worked really well. (School 16)

One change team noted that communicating an explicit change team selection process and clear rationale to staff was a key contributor to staff support.

The process of selecting the team is quite critical and we didn’t go through, you could have gone through a complicated process, ask for expressions of interest, but we were thinking that you don’t want all the people from the same [year] level, because we need to have someone from each level. But maybe we should have asked for expressions of interest … Yeah, so selection is critical when you’re working with staff, and that’s probably a lesson for us. (School 8)

Another change team member commented on the lack of inclusiveness from the start of the field trial, “So the application process had already been done and we were accepted before we were even [back at] school” (School 12). It was commented that this contributed to the low levels of staff ownership.

Additionally, the diverse composition of the change team also assisted with communicating to staff about ICU; the field trial project, its relevance to the school and why teachers should be interested. A few change teams noted that even if this approach did not always immediately attract staff support, it communicated the message that as a general capability, ICU requires a whole school approach rather than being subject-specific.

Yeah and when we first came across all this we didn’t want it to be just a one off, let’s do an activity and then it’s over. We really want to embed this because as we said this is all part of the national curriculum, I think it’s in every single learning area and everything like that and we want to make it work. (School 9)

It’s about bringing people on board through that educative process of what is intercultural understanding, without even using those words, but just looking at words like what do we value? How do we show respect? And how do we link that with our school values that already exist? (School 14)

The field trial and the project that we have done has definitely created an awareness in the whole school of the importance of this. If we didn’t have the field trial it would’ve happened, but it would’ve been gradual, I think. (School 15)

### 8.3 Impact of the field trial process on project planning and implementation

The field trial process included planning days and opportunities for professional learning. The extent to which these activities supported the schools in the development and implementation of their projects largely depended on timing of the activities, the change team’s previous knowledge and experience as well as applicability and relevance for specific ICU projects.

**Field trial approach**

Change teams commented that they would have liked to have clearer guidelines and established expectations at the start of the field trial. While they understood the reasoning behind a flexible approach, they suggested that it would have been better to have some guidelines to help them get started sooner.
We really didn’t know what it was going to look like or what we were going to be expected to do. So there was also that element of unknown, which took quite a while to get towards the known in terms of the process of finding out what direction they wanted us to take within that. But it was exciting because it was unknown, but at the same time the direction potentially could have been set a bit earlier. (School 7)

So I think that you need it very clear on what you want as the end result. Even if the projects [were] very different, at the end of the day you should have something clear on what the outcome’s going to be. I don’t think that was clear. (School 15)

Some change teams also commented on the degree of variability across the school projects. A few felt that if there were clearer guidelines, schools would have been held more accountable to produce project outputs that would be more beneficial for the whole education system. For instance, based on presentations from the planning days and the celebration day, some interviewees perceived that some schools might not have pushed themselves enough to promote ICU beyond ‘food, flags, and festivals’.

I feel as though the guidelines need to be made really explicit and they need to be adhered to, and if the school puts up a project that’s not meeting the guidelines they should be told to change the project. And I know that that maybe goes against that sense of freedom to be able to explore what you want, but in the end it’s a lot of money and in the end the system should benefit by what the schools have done. (School 5)

Because we were also a little bit shocked at perhaps some schools appeared to be a little bit tokenistic. The food and festivals and sister schools that are the add-ons rather than it really being at the heart of your school. It’s not an add-on program. (School 7)

There was some uncertainty reported around expectations especially in terms of what was meant to be accomplished during the funded part of the field trial and long term plans over 3-5 years.

In the initial stages I remember [them] saying that it had to be a five year plan and in a lot of the documentations [it was stated] that you had to work on your project over the next five years... and then all of a sudden it was “what can you do in this nine months” and it’s like well, we’re planning towards five years. (School 9)

Over the course of the field trial, change teams felt that there were too many unanticipated ‘add-ons’ to the work they had initially committed to. Some felt that it was difficult to meet these additional requirements with the original amount of funding.

As the project went along, more and more requirements were put on us and so the school got some funding, but for the amount of funding there was quite a lot of requirements involved and expectations involved. (School 9)

While change teams commented that they would have liked to have clearer guidelines at the start of the field trial, they also recognised the value of having the flexibility to adapt projects to their school context.

It’s kind of provided more questions than answers, and I suppose that’s a good thing. Because it was very fluid, I suppose, and the more we learned on the trial the more we discovered we didn’t know, which was good. It was really good. (School 14)
We're [usually] given money but we're told what to do with it. So to be given money and told that we can explore an area of interest and build on what we're doing, that was really inspiring. (School 5)

And it was great that it was so open ended, that we could do that, and to be able to give them the resources to explore, because you can't ask people to innovate if you don't provide them with some tools and time, so to give them the time and some opportunity to trial some fresh resources, that's exactly what happened. (School 7)

Length of the field trial

The short timeframe for the field trial (9 months) was described as a significant challenge for schools to fulfil all that was expected and required of them, such as attending planning days, using the change management process tools, implementing their projects, providing resources for broader use within education system, and measuring and evaluating project impacts.

There needs to be understanding that these are classroom practitioners who are passionate about the work but they can't do it with an unreasonable timeframe. I think a lot of the timeframes have been highly unreasonable. (School 13)

It was just the short time line was something for me that I found very hard to deal with, still working full-time. (School 10)

Change teams also suggested that too much time was spent on planning given the project duration, and that, more generally, the project duration needed to be extended.

So probably more time would have been good, a longer implementation phase. There was a lot of talking at the start, and about sorting out what the trial and vision was going to be, but then there wasn’t a lot of time to actually implement it. (School 14)

The way we viewed it was we need this year to just get it to a point where it is now and it still needs a good 12 to 18 months to continue developing and then the following 12 to 18 months to then trial change, modify. (School 14)

One school also commented on the time needed for changes in ICU:

The whole thing with the time and having surveys, post surveys and pre surveys, to make any difference in this sort of area, we were seeking that, it's an ongoing thing, it's cultural, it's generational, isn't it? You can't change that in nine months. (School 9)

Individual school support

Change teams mentioned that the support they received from INP staff and the evaluation team helped them to plan their individual projects so that they could move on to implementing them.

So [inviting INP staff] was an attempt to give the whole group the opportunity to work through those [change management] processes that were introduced to us at our first couple of meetings. (School 5)

[INP staff] really helped us theorise what we do, and with the words that our children focus on a cultural universals, rather than cultural specifics. And that was really powerful for us. (School 7)
I think we also got a lot out of working with [the evaluation team and INP staff who were] very helpful, in particular, coming down to visit us and keeping up with what we were doing. (School 12)

Some suggested that it would have been good to have more time with INP staff rather than using time and funding to attend the planning days.

I think the things that were really valuable was more when people were coming to us and talking to us in detail about what we were doing and what was right with it and what needs to change with it. And I understand that it’s time consuming for people in the centre to go out to individual schools but if you do the reverse and what you do is not that valuable then that’s probably more time consuming but the time you add all of the time from all of the people who go to the centre to do that. So I think whoever’s sort of responsible for managing a project like this needs to weigh up the value of those days where everybody’s called together and everybody does little bits of things rather than spending real time doing the nitty gritty, the meaningful stuff. (School 15)

And then we had our own training day where [INP staff] came out, and I think there was the other day when [research and evaluation project manager] came out. I enjoyed those days when the whole team was together and we were able to interact with an expert. (School 5)

Others felt that the planning days were too general to know how to approach ICU for their projects. For instance, while it was interesting and a good opportunity to learn about the other school projects, a few felt the days did not provide much value for progressing their own project. This was mainly because some schools felt that the amount of time it took to travel and attend the planning days would have been better spent with individual support at their schools.

So each time you’re spending a lot of the day talking about things where you couldn’t go into a lot of detail. And in terms of getting into the nitty gritty of your own project, it was of limited value. Yes, it was interesting hearing about other schools and what they were doing but quite often what was happening in this school was so dissimilar to what was happening in our school that you couldn’t really learn anything from it, you could look at it and say, ”Well, that’s interesting”. (School 15)

Sometimes I felt as though we were working with other schools, and our project was so different, they were on a completely different plane to what we were on that it was difficult to get the most out of the day. (School 5)

One school highlighted the difficulty of negotiating the tension between their classroom responsibilities and being involved in a research project. The change team member discussed the need for more support so that teachers can fully engage in a research project without it impinging too much on their teaching duties.

We have had a lot of extra meetings, it has been very, very stressful and we have spent far too much time out of our classrooms, and we are teachers and that’s where we want to be, in our classrooms. (School 13)

**Induction and Planning Days**

The Induction Day was the first time all of the schools came together upon being notified that their application was successful. One change team commented that the induction was useful for providing a general
understanding of the field trial: “The speakers they had in the morning were really good to give that broader context” (School 7).

A few principals and change team leaders did not feel that they had a clear understanding of what their involvement in the field trial would entail.

*We weren’t really that sure of what was going to be taking place.*

(School 9)

*Now, the first one [the Induction Day] was just a very rough idea about it [the field trial] and at that stage essentially we had no idea, but we weren’t the only ones who were like that.* (School 15)

*We sort of knew why we were there but not really.* (School 5)

One change team leader mentioned that hearing Dr Waleed Aly speak on the first day helped to put the work the schools would be doing into perspective:

*He summed up the notion of cultural understanding really succinctly and in a way that made sense. But he was also quite honest in the enormity of the task facing schools or facing anyone trying to educate or trying to see improvements in intercultural understand, but he was a great precursor to the whole project.* (School 5)

Another principal commented that there was a sense of excitement but also some uncertainty around what was expected:

*I thought it was going to be a great opportunity to network with other schools as well and to build some relationships with other schools as well. And schools beyond our area and beyond our own sector as well, so independent schools and Catholic schools. Part of me didn’t know what to expect though. I’ll be honest with you. I sort of had these “well this will be good, this will be good” but part of me didn’t really know, and that was exciting in itself too.* (School 16)

The planning days met the needs of some but not all of the change teams as some perceived that they already had experience in the change management process through leading positions held at their schools.

*You’re teaching the converted really so I think a great way to get staff on board and get things happening but I reckon probably they [change management tools] could be condensed a lot more.* (School 9)

*The structure of the [planning days] – they were really well run and they were engaging, but in terms of the timeline, say by the time we did the tools, depending on where you were in the project, if you still had everything up in the air and wondering what you were going to do and still need to consult and whatnot, then great, the tools might’ve been really useful but if you were further along and you were already quite sure of what you were doing it was sort of, “Okay, these tools are fantastic but I’m not going to need to use these because I’m here in my project”.* (School 5)

Change teams also noted positive aspects about the planning days. Some reported that it gave them the opportunity and the space to think of ways their school could improve their approach toward cultural diversity and build ICU.

*I think one of the good things that came out of that early change team training was that it was probably the first time that we had sat down as a staff and talked about things like “well what is our vision for cultural diversity and where do we want to go” and checking that we were all on the same page because we’ve got new staff that have come on-board and hadn’t been aware of what we’d done previously and that sort of thing. So that was a good opportunity to make sure*
that the staff all had the same vision, and we probably wouldn't have done that without the impetus of training days. (School 13)

I think aspects along the way were great. Some of the sessions we went to there were some really good keynote speakers, there were some really good activities, and it was good to network with the other schools. See what they were doing and how they were doing it. (School 12)

One school mentioned that it would have been better to be able to include more members from the change team in the professional learning received at the planning days.

If we'd all been there and we'd had access to all of those experts in one room it would've moved our project along much more quickly, because when we then meet as a team we have to release everyone for the day and we have to go over what we've already learnt and then try and share it […] We ended up having to eat into our project money, which was no problem but in a sense it was important that we all heard the same information. (School 5)

Professional learning days

There were three DEECD professional learning days offered to change team leaders and principals. These included a Student Summit on 30 May, the 5 Standpoints for Cultural Diversity Day on 17 August and the Indigenous Perspectives Day on 9 November. Staff that attended these days found the Student Summit and the 5 Standpoints Day particularly helpful. The Indigenous Perspectives Day was not well attended by schools, which appears to have been at least partly due to the short notice provided about this event.

The Student Summit Day was highlighted in many of the interviews. Staff that attended commented that the keynote speaker, Professor Yong Zhao, helped them to engage with ICU concepts and understand why it is important for teachers to build ICU among students.

And that was probably taken from that student summit because that was […] really pushed, how do we make them [global citizens] and that's probably what I brought back to the group, that we started having those discussions. (School 9)

It was really important. Really important, to be exposed to different speakers, to have the student summit day […] And through our children's eyes we saw, it shed new light on to it. (School 7)

Change teams also commented that it was valuable for the students to attend so that they could engage with ICU.

And also you've got the kids on board with it as well. So even a bit more of student workshops, when you talk about intercultural understanding […] I think you could get a good result with the school culture if you did that a little bit more as well. (School 15)

That was fantastic for our students and that really got their minds open. (School 9)

Some schools built on the learning from the day to actively involve students in their ICU projects. The students at one school developed, organised, and managed a Social Justice Fair with support from teachers while another school built on work undertaken by students in the Black Tracks program. An exhibition open to the community was organised in collaboration with students.

One school also commented that the student summit was helpful for staff to understand DEECD's perspective:
[Prof Yong Zhao] was just fantastic, everyone couldn’t rate him highly enough and that probably gave me some insight as well, the department was trying to achieve and putting that into perspective as well. (School 9)

The **5 Standpoints Day** had two primary objectives. The first was to deepen approaches to promoting ICU in schools by discussing and reflecting on 5 different standpoints towards cultural diversity. The second objective was to trial an ICU framework based on these standpoints developed by INP with assistance from the research and evaluation partner. The 5 Standpoints were adapted from the Enhancing Relationships in School Communities (ERIS) project that involved some members of the research and evaluation team (Wertheim, Freeman, Trinder, & MacNaughton, 2009).

For the field trial, the name and description of the 5 standpoints were modified slightly and included: 1) Cultural integration, 2) Tourist, 3) Human Relations, 4) Multicultural and 5) Transformative standpoints. The standpoints were designed to provide a theoretical framework to guide ICU initiatives, with the aim of expanding the scope and aims of activities that schools could undertake. For a more detailed description of the 5 standpoints adapted for the field trial, see **Appendix F – Adapted 5 Standpoints**. The evaluation team provided support by presenting on the 5 Standpoints and then guiding schools through a series of activities.

Staff at one school reported that the first part of the exercise was useful, making connections to their projects, which they then incorporated in their school. The change team leader noted, “[Dr Paradies] talked about social justice and racism. That absolutely opened our project right up”. However, since project implementation had started in July, the change team leader suggested that this exercise should have been undertaken during the project planning stage rather than in August: “People might’ve claimed that whole intercultural understanding project based on the tourism kind of approach. So that [the 5 Standpoints Day] would’ve been better off at the start [of the field trial]”.

As a result of the success of the 5 Standpoints Day, a research team member prepared a video of the 5 Standpoints presentation for INP to use at regional consultations with non-field trial schools. It was used as a stimulus for discussion to support further work on an Intercultural Understanding for Global Citizenship Framework being developed by INP. INP staff reported that the video generated positive discussions and was seen as a potentially useful way to think about the Global Citizenship Framework, especially in terms of considering its transferability across the education system as a tool to promote ICU in schools. For further information about the Global Citizenship Framework refer to **Appendix G – Intercultural Understanding for Global Citizenship Framework**.

The **Indigenous Perspectives Day** aimed to provide some additional material to deepen ways schools could engage with the local Aboriginal community. However, some schools found it difficult to attend. One school commented that they would have liked to attend but could not due to the short notice. One change team commented that the day was useful in terms of content knowledge but not particularly useful for ways that knowledge could be used in the classroom: “We both got a lot out of that in terms of our own knowledge, but a lot of it we knew already, and there wasn’t a lot of practical application for that” (School 12). The other change teams did not specifically mention the Indigenous perspectives day in terms of its impact on implementing their projects and did not mention the day in any other context than what is mentioned above.
Study tours

Three study tours were offered to change teams, which included New Zealand, Hong Kong/South Korea and India. Each school received $6,500 to support two staff to attend one study tour. Some schools also used their own funding to send staff on more than one study tour. The study tour to New Zealand was coordinated by CORE Education and ran for 7 days (26 June – 2 July). The focus was on bicultural education. The Asia Education Foundation (AEF) at the University of Melbourne coordinated two study tours to Hong Kong/South Korea and India. The Hong Kong/South Korea tour was an 11-day program (17-29 September) and focused on understanding different education systems and approaches to intercultural education. The India study tour was a 12-day program (1-14 October) and focused on learning about India’s cultural diversity with an emphasis on religion. A participant evaluation report has been provided to DEECD and can be referred to for detailed information about the study tours (Asia Education Foundation, 2012).

Other schools organised their own study tours to fit more with their specific school context. For example, some visited sister schools to build the relationship and to consider further ways of using sister school engagement to promote ICU at the school.

This section describes the impact of the study tour experience on change team members’ intercultural understanding and provides some insight about how they used their experiences and knowledge to consider ways to promote ICU at their school. The study tours happened late in the field trial and so they did not assist with project planning and had limited relevance for project implementation. However, some change teams noted ways they incorporated their learning into classroom teaching practice, such as supplementing units of work. In addition, most participants described the impact of the study tours on their personal ICU development, which supports the findings of the AEF report.

New Zealand

Participants that went on the New Zealand study tour were given pre and post study tour questions to reflect on their expectations, what they hoped to achieve by participating, and relevance for their ICU project. One change team member commented that the study tour provided an opportunity for personal reflection around what it might be like to be a person adjusting to another cultural context.

So in terms of what we actually did there we were very much left to our own devices as to how much we connected back to our project. In terms of there weren’t as stringent requirements as such throughout the trip […] but I reflected on seeing this new country, seeing this new culture (School 7)

The change team added that it was inspiring to listen to one of the speakers who talked about how the education system has included Maori language and culture into schools:

She was just so knowledgeable and so inspirational and so driven about trying to get the best out of a country that’s made steps compared to where we are. They’ve made so many steps supporting their indigenous people and having that across the nation, but she also talked a lot about the battles that they’d had in coming to where they are now. So that was interesting from another more system wide perspective as well (School 7)

Another change team also found the study tour useful for considering approaches to including Koori students at the school:
It was a great opportunity for us to learn about Indigenous education and it gave us a lot to think about when we came back, not just [us] who went, but we’ve shared that with the staff and our community and it’s really increased our confidence in what we need to be doing for Indigenous education here at our school (School 14)

The change team also highlighted their learning around the importance of a number of factors for supporting Indigenous students in a school context:

> I think leadership was critical and that was what we found in New Zealand, when we’re looking at changed outcomes for Indigenous kids, having community support and developing really strong community partnerships. Obviously that includes family but having leadership, really strong passionate leadership, was also a critical factor. And obviously good teachers and that goes without saying (School 14)

Finally, on the last day of the study tour, the participants attended a feedback session provided by CORE Education.

**Hong Kong/South Korea**

One change team described the Hong Kong/South Korea tour as helping them to understand the importance of ICU for their students.

> And really getting an understanding of, and then visiting the schools in those different systems, and thinking, "These are our children’s global peers. What are they exposed to? What skills and capabilities do they have? And are we providing our children with that same opportunity so they can compete on equal grounds?" It had a huge impact on me […] keeping in mind what their global peers are being exposed to. And raising that benchmark to a different level (School 7)

Another change team mentioned the perceived difference between the multicultural student population at their school versus the typically monocultural context of schools in South Korea and for the country more broadly:

> [We saw] the impact of one culture, one school […] because like when we went to Korea, [it was] one culture, one school, one system. It was all driven in the same way whereas here, our schools are driven in different directions (School 6)

A change team member also commented on the usefulness of having time to reflect on their experiences. The change team member described this as being a key aspect of the study tour:

> Korea/Hong Kong was really quite extraordinary, because as part of what we were doing, we had to reflect every day on what we were doing and why. To actually note when we were interacting and practising the skills and dispositions that we were going to do with the children, was just tremendous (School 7)

**India**

The India tour focused on getting an in-depth understanding of India’s cultural diversity. Perhaps due to this focus, comments focused mainly around the impact on personal development and also the value of having personal experiences to share in the classroom. Change teams said:

> It was an eye opener. Yeah. Yeah. So I don’t think you could possibly get that from books, films, anything at all, until you live it,
you breathe it, you experience it, with a fully multi sensory experience, and exist within that framework (School 8)

We talked about poverty and wealth in India and having been there and experienced it, then you can talk about it first hand (School 11)

A few change teams also commented on the value of resources they brought back:

But in terms of India, we came back with a lot of material. I think a large part of the program is having materials, resources (School 11)

Different people have invited me in to link with a unit of inquiry and link India to that, and so I have (School 8)

Another change team commented that they took a lot of photos and used this in the classroom by demonstrating there are different ways to do the same thing. The change team member focused on learning about cultural differences rather than taking a tourist approach to the resources. The change team member explained, “And then that’s a discussion about resources people have and needs people have, and so it brings a different spin on it. Whereas just saying, ‘Let’s look at India and how India does this, or how China does this’, I think you wouldn’t get to that depth” (School 16).

Suggestions for future study tours

In terms of funding, time and project relevance, one change team suggested that it would have been useful to visit a school in Melbourne:

“Because we were spending money releasing the team so we could all work together on what is a really and continues to be a weighty project in terms of time that it needs. So for us, that additional money would’ve been really useful as CRT’s and local visits. Because we were really interested in how schools were addressing intercultural understanding in a multicultural society like ours which is Victoria” (School 5).

Another change team suggested that there could have been more time to have everyday experiences and to engage more with local people, rather than spending time in hotels and restaurants:

The other thing I think was the food and what we [did]. We ate a lot in hotels which I felt was taking away from the whole intercultural experience. We went a few days earlier, [and] we ate a lot of street food and talked to a lot of people but as soon as we got the tour together all the food was basically at the hotels we were staying at or at really fancy restaurants and we didn’t have any time from that point to really engage with people apart from the people on the tour. So to me, I didn’t see the point of going on a tour and being around the same 12 people, because I don’t think you can learn, although we’re having the activities we’re not having the engagement. (School 11)

Finally, the overall value of experiencing another culture whether it is through study tours, sister school visits or personal travel can be summed up with the following:

The crucial part of this is being somewhere else and getting another perspective on your own culture, that experience, that’s very hard to do that if you can’t go somewhere else. (School 10)
9. Key enablers and challenges in a school context

This section describes a thematic selection of school projects and outlines key enablers identified by schools that helped to promote ICU. It draws on qualitative data in the form of in-depth interviews, researcher field notes and process-impact frameworks provided by schools.

9.1 Key enablers and challenges for promoting ICU in a school context

Based on research data gathered from schools, school change teams described key enablers that they felt contributed to improved ICU in their school. Some of these overlap with some of the broader school change factors discussed in the previous section (Section 8.1 School project implementation). In this section, change teams highlighted key enablers that they felt linked to ICU changes in their school and broader community. ICU changes were based mainly on change team observations and conversations with students, staff and parents, project-specific measures such as interviews with students and project-related student work. Key enablers included:

1. ICU content knowledge
2. Staff professional development
3. Student engagement
4. Community engagement
5. Whole school approach

9.2 ICU content knowledge and resources

ICU content knowledge

Change teams indicated that having a clear understanding of ICU was an important facilitator when planning a project to promote ICU. Having access to ICU knowledge supported them to understand different ways to approach ICU, ways to implement ICU in a school setting and the relevance of ICU for their school. Change teams frequently highlighted the value of expert knowledge, especially the guest speakers that presented at the planning days and professional learning days:

Particularly the first speaker [Prof Yong Zhao], who was great on that day. I think he really sort of broadened our horizons a lot. (School 12)

[DEECD INP], everyone that we had the opportunity to meet was really passionate about the area so they were all real positives of those meetings. (School 5)

The day when [the research and evaluation project manager] actually came to visit and we talked about the values versus the skills and attitudes, and [she] brought with [her] the reading about intercultural understanding and that sort of theoretical background, and brought that to the conversation, I really felt, for me, that that was the next step of understanding where we were going. (School 5)

And I guess the opportunities that we were presented with in terms of seeing the whole range of things ...[we were able to hear from] people that are really credible in the field and have all their different
perspectives – that helped you question, rebuild,... having that exposure to really knowledgeable people or resources to guide your thinking. (School 7)

Another change team member reflected, “The theory is really important. If you want a quality outcome you have to have quality input.” (School 7)

One change team explained that having content knowledge to work within the classroom was important for promoting ICU:

Probably the fact that we do feel comfortable with it. So I mean it’s a subject that we have been teaching for a long time [...] So I suppose it’s our knowledge base too. (School 4)

Change teams also noted the benefits of engaging their regional department and other sections in DEECD:

Then we went to another [professional learning program] which was run by [DEECD], Education for Global and Multicultural Citizenship, [...] They were really great and they got us thinking in a bit of a different way. (School 6)

She [regional department representative] was really helpful. We had all the ideas and where we were going to implement it but she was helpful in being able to actually structure and put it in line with the national curriculum and in line with … another guideline. (School 9)

Commenting on the effectiveness of learning different approaches to ICU, one change team stated:

Some of it was more effective than others but it did actually highlight the issues that we have as the staff in trying to understand what’s different between teaching flags and food and festivals compared to understanding another culture. (School 6)

Change teams also commented on the timing of the information they received. They suggested that it would have been helpful if, from the start of the field trial, schools were presented with information about ICU and its potential application to teaching and learning practice. Change teams further reported that if greater information and clarity around what ICU consists of and how to enhance it were provided early in the trial, it would have helped them to develop their research project and plan their projects more quickly and efficiently.

Speaking on behalf of other change team members, one teacher commented:

We all jumped in it without really having any idea what was going on […] We didn’t know what we were doing. And then we had the [project research] question and were like oh yeah okay, okay. And then we learnt a little bit more and a little bit more and I think it might’ve taken us a little longer to reach the same level because we were coming in, sort of, maybe at a disadvantage because we hadn’t had all that preparation stuff, so that would’ve been nice. (School 5)

Another change team suggested that they would have appreciated if the planning days had also covered a conceptual understanding of ICU in more depth:

We started with the change management tools before a lot of people had the concept. It was a little bit confusing on how it related to [intercultural understanding] to start with. (School 15)

Similarly, another change team member indicated that the field trial’s short time frame made it difficult to grasp the complexity of ICU while simultaneously planning and implementing an ICU project:
I suppose firstly getting your head around the idea of defining cultural understanding. While you’re coming to terms with how you might do that, thinking about [how] we have to measure it, how is that going to work. And I suppose because it’s such a short timeline it takes a while to process all of that and really get your head around it. Now, I think I’m just starting to get my head around it now at this end of the project, I mean, this is where I would’ve like to have been before we started measuring. (School 10)

Another change team also saw the time devoted to thinking about ICU as a necessary part of the field trial:

So I think even though we were very concerned that there was only a short time left to actually implement the project, being forced to take that long time to think about it and create and reflect, made for a rich project when we actually framed up the project. (School 7)

ICU Resources

Additionally, change teams emphasised the importance of having ICU resources that could support teachers to implement ICU in their classrooms. For example, one change team member commented, “I think teachers will go straight to ‘How do I do it?’ and ‘What does it look like for me in the classroom?’ (School 7). Other change teams discussed the importance of having knowledge about ICU combined with appropriate teaching resources:

We’ve got a lot of resources that we’ve bought to help support staff when they’re ready to go down that pathway, and I’m sure that they will be capitalised on very soon now we’ve had these conversations […] I think it will have given them a bit more positive confidence to do that. (School 8)

Shared expertise. Having tools there for a school to grab off the shelf because you don’t necessarily have [that] sort of knowledge and expertise in each school, so having a set of tools that people can use reduces the anxiety factor. (School 10)

Having ICU teaching resources is important but as some change teams reported, strengthening teacher capabilities and confidence was just as important, if not more so.

Because the actual, we’re talking physical, tangible resources. They’re almost irrelevant because if a teacher’s highly skilled and has that good understanding they can pick up that, and use it beautifully. Whereas if you don’t have the background knowledge you’re going to pick that up and go, ‘I can’t use that’. So it’s that background that makes the resources useful, as opposed to the resources themselves. (School 7)

Professional development

The research literature highlights the importance of school staff professional development for promoting ICU (Bezzina & Butcher, 2008; Cain, 2010; Dutro, et al., 2008; Tudball, 2005). In a review of a pilot project on interfaith and ICU in school settings for DEEWR, a key finding was that professional and financial support was integral to the successful implementation of interfaith and ICU initiatives in schools (Bezzina & Butcher, 2008, p. 35).

Additionally, it was suggested that a reason for minimal staff buy-in was a lack of professional assistance to understand the project’s relevance for the school and how individual staff could contribute most effectively. Finally, the study also reported that promoting formal and informal shared learning between teachers across schools significantly contributed to professional learning (Bezzina & Butcher, 2008, p. 19).
Another study that examined the impact of teacher modelling behaviour on student engagement with cultural diversity, Dutro (2008, p. 295) found that a teacher’s capability and confidence to guide discussions around complex issues, such as racial stereotypes were critical for students’ learning. The teacher had learnt ways to implement culturally relevant pedagogy to foster critical perspectives of race and social inequality during her graduate coursework (Dutro, et al., 2008, p. 272). Dutro argues that in addition to successful models of teacher practice, there also needs to be more discussion of the challenges teachers experience in the classroom:

Although exemplary cases of teachers’ successful enactment of cultural relevance can provide important models, we believe that teachers’ attempts—with all of their flaws and complexity—can provide rich texts for teachers to study collectively. Such work can help teachers gain a much deeper awareness of curricular possibilities, strengthening their own understandings of racial categories and how they and the children they teach are positioned and position themselves within and outside of those categories. Cases of teachers’ attempts to enact curriculum that is relevant to students’ lives can support teachers to strengthen their capacity to anticipate and respond productively to the tensions that such enactments will undoubtedly create (2008, p. 295). 

In another study, teachers from ten primary schools in metropolitan Melbourne participated in an ERIS professional learning program to build teacher capability to effectively promote a culturally respectful school culture (Wertheim, et al., 2010). Teachers reported that having the time to reflect on their practice helped them to rethink and consider other teaching and learning practices. After the professional learning program, teachers worked with their schools to created new initiatives, that “included putting into place programs or policies to address school relationships, enhance family participation or improve student outcomes” (Wertheim, et al., 2010, p. 6). A key finding demonstrated that participation in the professional learning resulted in increased teacher confidence and capability to discuss complex issues with students:

One of the challenges facing teachers is how best to respond to racist comments. Many teachers reported that in the past they had not felt comfortable to go beyond a “don’t say that” response, concerned that if they opened up a conversation about skin colour, prejudice or discrimination, they would make matters worse. Learning that research shows the opposite is the case, that engaging in dialogue and initiating conversations are important first steps in helping everyone develop respect, the teachers developed confidence to continue such discussions. They were often surprised by the maturity and sensitivity with which the children addressed these topics (Wertheim, et al., 2010, pp. 6-7).

Professional development to build staff teaching capacity

Change teams also recognised the importance of building staff capacity for building students’ ICU:

Our focus was developing our staff capacity around intercultural understanding so that they can then work with their kids. There’s no point talking about building that understanding in children if our staff don’t actually have it. (School 14)

We need to start with the staff in terms of building the staff capacity and understanding before we can really get that message clearly across to the children. (School 6)
We always knew we wanted to invest in teacher capacity because that’s the secret to successful student learning: having highly skilled confident staff. (School 7)

Now we need to make sure that we get that professional learning for everybody else so they’re all on the right page, because the teacher makes a difference. Doesn’t matter how good the unit is because how it’s rolled out by the teacher will make a difference to how successful it is. If the teacher comes in highly enthused and highly excited by it, and really on the ball towards achieving our outcomes, versus the class next door where it’s like, “Yeah, we’ve got to do this”. So that’s our role now and that’s the hardest part, getting them all enthused and on the right page. (School 16)

Professional development that promotes personal experience with different cultures

A few change teams also mentioned the importance of personal experience for effectively building staff ICU. This was also discussed as an important precursor for developing students’ ICU.

And I think one of the most important things with intercultural understanding is experience. I don’t think you can stand back and be a bystander about it and have someone teach intercultural understanding […] You’ve got to do something yourself otherwise I don’t think [teaching about it] is totally effective. (School 15)

Well I think to teach about Asia or any other culture I think it’s important to have travelled there or to have experienced it, whether or not it’s to go to the country or to have some contact. I think that’s probably the hardest thing in a school. If a lot of people haven’t had the contact then there is no reason for them to want to teach it. So I think you have to engage teachers in it before they can teach students. (School 11)

A change team member commented on feedback he received from another staff member. The staff member had recently returned from a school-organised overseas study tour for professional development.

Look, just having had that experience and that extra understanding, he’s got more to connect with kids, I mean more to share with them […] to recognise where kids are deficient in their intercultural understanding and be able to challenge that from not just the basis of common sense, which we all have, and compassion, but from a basis of actual real life experience. (School 12)

Another change team commented on the intercultural experience of being taken out of their comfort zone. During their visit to an Aboriginal community, their initial assumptions were challenged:

There was definitely the sense of the unknown for us going there and not knowing what to expect and feeling a bit like walking around on eggshells and then spending a week there and realising, “Hey this is okay”. (School 4)

Change teams also mentioned the study tours as an invaluable way to develop ICU through personal experience. This is discussed in further detail in Section 8.3: Impact of the field trial process on project planning and implementation (Study Tours).

Finally, another change team summed up the benefit of investing in staff professional development:

“The money spent on staff development, the professional learning was really beneficial and the level of teacher dialogue about intercultural understanding has risen enormously” (School 8).
9.3 Student engagement

The research literature also provides some evidence of the importance of student engagement for building ICU (Bezzina & Butcher, 2008; Ngai & Koehn, 2010). Reporting on the interfaith and ICU pilot project review, Bezzina and Butcher noted a shift in student attitudes, which was connected to increased knowledge and positive interpersonal engagement (2008, p. 29). In a case control study of 400 Kindergarten to Grade 5 students compared to 100 Grade 1 to 5 students at a comparison school, Ngai and Koehn also found that increased knowledge and direct face-to-face interactions helped to dispel stereotypes, increase perspective-taking and improve student attitudes toward people with backgrounds different to their own (2010, p. 604). Students cited the potential for friendship as a key motivator for improving ICU and their learning more broadly. Ngai and Koehn conclude:

This finding suggests that it is likely that [experiment school] students increased their interest in learning about Montana Indians due to the program’s intercultural emphasis on person-to-person connections, including visits to their school by tribal educators, elders, and students from the Flathead Reservation and class trips to that reservation. The [comparison school] did not have funding to bring in tribal educators to speak with students or for class trips to the reservation (2010, p. 602).

There is evidence to suggest that positive interracial contact between school-aged young people can encourage more positive intercultural attitudes (Aboud, et al., 2003; Ata, et al., 2009; White & Abu-Rayya, 2012; White, et al., 2009).

Another study that examined interactions between Arab and Jewish students at a bilingual/bicultural school in Israel concluded:

Contact alone will not allow us to arrive at cultural fluency, will not move us across the borders. Individuals must engage in ongoing, meaningful, and shared tasks in order to develop cultural fluency. […] The curricula most influential in allowing students to engage with one another in meaningful ways was connected to the students’ own lives” (Glazier 2003, p. 159).

In this field trial, change teams also highlighted the value of student interaction with people from different cultural backgrounds, such as having guest speakers visit the school. They reported that this was particularly meaningful for students. Change teams identified two main aspects relating to student engagement: 1) student participation and 2) interpersonal experiences. 

**Promoting student ownership of their learning**

One change team suggested that an effective approach for engaging students was to emphasise that building ICU was a shared and ongoing learning process:

*It’s always been prefaced by the fact that we don’t know everything. We don’t know a lot of things. We have only had a small amount of knowledge on this topic. So you would always start with, we don’t think that we have all the answers and we might make mistakes and you will make mistakes. I think that background work is laid out at the very beginning. So the students then understand that you’re on this sort of thing together. You know, even though they see that we’ve been working in this area for a long time, I say to them I’ve still only scratched the surface. There’s so much more that I need to learn. (School 4)*

Change teams commented that the Student Summit day inspired them to think of ways they could engage their students in building ICU at the school.
few explained the importance of supporting students to take ownership over their learning:

It’s important that they do the teaching and the learning, not us. We can give them a bit of knowledge about stuff but at the end of the day for them to get the most value out of it they’ve got to be the ones that run with it, you know. (School 15)

Having the students as the experts [and] presenting to other students, to the school leadership, to the whole school – it helps in that change process and increases the amount of student voice. (School 10)

One school described how they set up a student forum to gauge students’ level of ICU. A small group of students developed questions to ask students across the school, such as ‘What is cultural diversity?’ and ‘What is a global citizen?’ They videotaped students’ responses. The change team said that when staff watched the video, they were shocked at the lack of knowledge. The evidence showed them that their students really needed to build their skills, especially because of the school’s high Anglo-Saxon population:

And that’s what it did and it really showed us that our kids – that’s why we need it, we have a high Anglo Saxon community here that we really need to, it’s something important and we really need to bring it to the forefront. (School 9)

Another school trialled an inquiry unit and were surprised to find out that students in Grades 3 and 4 were much more capable of exploring deeper issues than they initially anticipated:

The 3/4 unit that we did, we’ve actually, that’s going to be a [Grade] 1/2 unit next year. Sometimes you underestimate children’s abilities until you put them out there. And we think having seen what our 3/4s were able to do with our unit last term, and it did go into this term, and what we would like to then get them to do next, we’ve decided that what they did in term 3 is going to become a 1/2 unit, and then the grade 3/4s will build on that because we think they’re capable of going even further (School 16).

Interpersonal engagement

Change teams also found that supporting students to interact with people from different cultural backgrounds helped them to take ownership over aspects of their learning:

They have a vested interest now in their subject because they have a personal interest in their subjects. They have a personal connection through their subjects so it makes a huge difference to them.

(School 10)

For example, a school in a regional area found that after their students made connections with other students at the sister school in China the students had a personal reason to want to learn Chinese:

And giving our children a real reason to learn Chinese so that they can communicate with their friends in China. So they write letters and they send emails, and we’re just getting some Christmas cards organised and sending them across with our yearbook. (School 14)

Although academic learning outcomes were not the focus of this field trial, the following observation suggests that developing students’ ICU can also be done in conjunction with improving literacy and numeracy skills. This is also supported by other studies, which suggest similar connections to learning outcomes. For example, pen-pal initiatives have demonstrated an increase in students’ interest and motivation to learn about their pen pals and to communicate in another language (Barksdale, et al., 2007; Liu, 2003).
So a lot of students are setting goals around the Chinese language program, “Next year I want to learn more Chinese characters” or “I want to learn to count to 50” or “I want to do this or that” or whatever. And you wouldn’t have read those comments two years ago. The kids wouldn’t have set Chinese [language] goals. (School 14)

One change team observed that students became more interested in their learning when it was relevant to their lives:

*I think also because it’s closer to home than learning about revolutions in America or something like that, that seems so far away, whereas it’s happened here and that connection too.*

(School 4)

### Case study of student engagement

This case study illustrates the importance of students having exposure to people from different cultures and provides an example of how students developed a sense of ownership over their learning.

One change team member and teacher described changes she observed in Year 9 students after they visited a mosque in Melbourne as part of a unit on Islam. She explained that the local area is predominantly Christian and there is not much awareness or understanding of other religions. She explained that some of the students held strong, prejudiced views against Muslims, “There were a lot of comments in my year level about Muslims being terrorists [...] so there was really an anti-Islamic feel”. She went on to describe their conversation with a Muslim woman at the mosque:

*They spoke to a lady there and she was talking about being attacked after September 11 and people that she knew having their head scarves lit on fire and a pregnant woman being attacked with crowbars, and that really changed the whole view of everyone that went and they came back and told the other kids. So you could see a whole change in beliefs.*

The teacher described how at the end of the unit, the students took the initiative and decided they wanted to wear Islamic clothing and ask people in the community if they would support a petition to build a mosque in the area. One of the students based this idea on something he saw on television. The teacher commented:

*They were really surprised. There were a few filming it and only about three or four of them dressed up and they were laughed at and some of them were spoken to really rudely, sworn at, and then they went home and told their families and said, "This was the way we were treated." [...] One of the boys said "I told my mum about the way we were treated and she was really surprised. She couldn’t believe we were treated in that way".*

The teacher explained that initially the parents did not want the students to participate in the Islam unit and that some students would use that as an excuse to not be involved. However, with this activity, she found that because it was something the students wanted to do, they were keen to be involved.

Figure 15: Case study of Student Engagement

Many change teams observed that interpersonal experiences engaging with people from different cultures were critical to developing students ICU and that students really valued the those opportunities:
And I think the main thing that I got out of the whole Intercultural Understanding Field Trial [...] is just the real person to person learning that they can do while they’re there [at the sister school]. It just made a huge difference to the kids’ attitude. (School 10)

When [the students] go and interview an Indigenous person, that has an amazing impact on [...] their sense of understanding of that person and of how whatever they’ve been learning about in an historical context, how then that now relates to something real. (School 4)

What I would like to see in the future is to have more guest speakers and more interaction [...] When we do have the experiences with other people it’s very once-off and we need to create more opportunities for them to engage with people that are different and with that will come more understanding. (School 11)

One change team emphasised that while student participation is needed, it was also important to engage with the broader community:

I think the ICU is really important, but there’s only so much students and kids can work on together. You need to get those voices in from outside the school, the parents and the other community leaders. (School 12)

9.4 Community engagement and support

Schools are well placed to lay the foundation for students’ ICU. Since students are also members of a family and a community, this has the potential to have wider reaching impacts. An Australian study on interfaith and ICU in schools pointed out, “Changing attitudes like this will not be accomplished in one year or two, but may take a generation in some cases. Thus, impact in the school becomes impact in the community over time” (Bezzina & Butcher, 2008, p. 27). One school explained why they wanted to make better community connections:

[We want to] make connections with our community because it’s almost like a vacuum. We don’t have connections with many of our families and a lot of the issues that we have is, that we actually don’t understand the families and they don’t understand often how we do things in Australia or at [the school]. (School 6)

One change team described the community interest in their project, with some community members asking about ways they could be involved:

And we actually had community members put their hand up to be on the change team that don’t have anything to do with the school, that they’d heard about it. They were involved in this. They read on our website this is what we were doing and we were contacted by a couple of people in our community asking if they could be part of that, which I think was great. (School 14)

Change teams also presented examples of parents becoming more involved as a result of their child’s involvement in the school’s ICU project.

You’ve got the parent whose knowledge of Indonesia is probably limited to media, which is primarily negative, but now people have bought suitcases, got their passports and they’re planning to travel there. That’s a massive shift for some of these people and within a small community. If that’s six or seven families who do that, that has an enormous influence. (School 10)

A lot of parents [said], “Why are we learning Chinese? We really need to be focussing on English”. But I’ve got parents coming in now
saying, “How can I help my child learn Chinese?” Parents that you
don’t normally see […] I think that we’ve had a few wins. (School 14)

A few schools focused on units of work to help students think about their
identity, their family and culture. One school developed a unit of work for
Grades 3 and 4 that focused on these aspects. The change team described
how the work that students did helped staff to learn more about the students
and that it also opened up staff conversations with the students’ families. It
also inspired parents and grandparents to come to the school as guest
speakers.

So it’s also helped [children within the grade] to understand that
somebody else has maybe similar a history to them, because they
might not have known. “My grandma went to there, or lived there, or
came out in that year, or was on that ship” or whatever. So those
conversations are happening as well. So it’s bringing the group
together more […] and I think for our parents the positives have been
that the children are so enthusiastic and open about wanting to learn
about intercultural understanding, that the conversations in the home
are far more positive now (School 16).

The change team discussed how the unit of work helped to spark
conversations and created deeper connections between students, between
students and their parents and between staff and parents and students.

And I would think that there would be probably more positive
conversations from the parents’ point of view as well. It’s very easy
to be ignorant when you don’t know things but when you actually,
when your children come home and share things with you then I think
some of that ignorance goes away if people have an understanding
of why things are happening. (School 16)

9.5 Whole school support

Overall, all of these factors for promoting ICU need to be supported across the
school. Change teams have done this by using the school audit tool described
in Appendix D – LEAD School-based audit tool. to assess policy and practice
to promote cultural diversity, by reflecting on their school values and whether
they are truly being met, supporting teacher capability and capacity through
professional development, promoting student voice, assessing curriculum
across subject areas, and considering ways to involve the community. The
importance of whole school change for school-based interventions is
supported by the broader research literature (Elias, et al., 2003; Ertesva’g, et
al., 2010; Han & Weiss, 2005).

Some change teams recognised the importance of a whole school approach
to ICU. For example, one change team commented on how their involvement
in the field trial benefitted their school:

[I involvement in the field trial has supported] a broadening [of ICU]
across a number of different areas, and then, as I said, it’s that
deepening of it in our school that links in with a whole lot of other
projects […] I think the boost just for school awareness has been
fantastic. (School 10)

A few specifically mentioned that ICU should be implemented across the
curriculum and is not limited to traditional areas of languages and humanities:

We considered a number of options to start with, how we were going
to do that, but in the end, our project was across the whole school. It
wasn’t just at one level. It was to embed intercultural understanding
across all of our units of enquiry. (School 8)
I'd probably say that one important thing is that ICU is not curriculum specific, that it can be rolled out for anyone to teach it, anyone to be a part of it and it's not reliant on those teachers or the English teachers or anyone, especially, too, a lot of these things fall back on the LOTE staff and their classes. So I think that's a big thing of importance that it doesn't rely on those things, that it can be just a part of the whole school. (School 9)

We also want it to not be something that happens just in enquiry. It has to be something that is in all areas of our curriculum [...] I think we will actually go much further now. It's just I think it's opened our eyes to things we hadn't thought about. You just look through a different lens now. (School 16)

So there's a whole curriculum that starts at the student and then goes into the broader community and social awareness is part of that. That will be in the curriculum now and when we've got teachers on board that will actually lead it up into different year levels as well. (School 15)

One change team member summed it up by speaking about the school's involvement in the field trial:

I'm speaking personally as well as collectively here, as a school, certainly my understanding of intercultural understanding has increased enormously. I think a lot more about it now. I actually think of it when we're planning units of work, when we're buying resources for the school, when we're buying books, and when we're running community activities. How inclusive is it of our different cultural groups? And to be honest, probably I didn't give it that level of thought prior to the trial. So I think it's been good for our school and certainly our teachers are a lot more aware of it now. (School 14)

9.6 Promising approaches to ICU promotion in schools

There was a wide range of school projects, which varied according to participant groups, time and length of project implementation, and ICU approach. Some schools focused on building teacher capability. Other schools focused on teacher capability as well as considering ways to implement ICU across the whole school. These schools mainly concentrated on planning an ICU project that would be implemented after the field trial ended. Some schools built their project around a sister school partnership as a way to deepen student and/or staff ICU. A few schools designed a single inquiry unit. As for participant group characteristics, numbers in each school ranged from less than 10 students to over 100 students.

Change teams took different approaches to developing ICU in their school. Two schools drew on the 5 Standpoints by explicitly positioning their project from the transformative standpoint. Other schools focused mainly on building students' cultural knowledge, which is important but limited in potential impact. As discussed earlier in the literature review, the emerging evidence base indicates that a combination of knowledge building, interpersonal engagement, positive intergroup contact, and critical discussions of stereotypes, prejudice and racism are important for effectively promoting positive attitudes toward cultural diversity and building ICU skills such as empathy, perspective-taking and conflict resolution. Providing accurate information to dispel stereotypes can “significantly decreases acceptance of
[...] negative media-related beliefs and marginally decreases prejudice (Pedersen, Aly, Hartley & McGarty, 2009)” (Pedersen, et al., 2011, p. 56). Therefore, knowledge alone is not effective on its own because of resistance to attitude changes (Turner & Brown, 2008).

Due to the project variety across the 26 schools, a selection of school projects is highlighted in this section. These case studies represent evidence of promising approaches to promoting ICU in a school setting. These projects were evaluated and selected in the context of research evidence from the literature review that was conducted for this report. The projects presented here are specific to the school context and are not necessarily transferable to other school contexts, as further individual project development and evaluation are needed over a longer period of time. However, key learnings from these field trial projects present promising ‘next practice’ evidence that could be considered for system-wide use in terms of their applicability and transferability.

The focus of the schools’ projects can be categorised into 5 key themes. For each of the 26 schools, these included:

1. Whole school approaches
2. Developing a curriculum unit
3. Building ICU through student participation and community engagement
4. Building staff ICU capability
5. Using a sister school approach to develop ICU

1. Whole school approaches through existing programs and curriculum

Table 5: Mount Clear Secondary College, Mount Clear

<table>
<thead>
<tr>
<th>Target group</th>
<th>All Staff Students Years 7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project objective</td>
<td>How can we make our students global citizens?</td>
</tr>
<tr>
<td></td>
<td>• To develop staff competence and confidence in helping students become global citizens, in line with the National Curriculum</td>
</tr>
<tr>
<td></td>
<td>• To develop a whole school approach to integrating global citizenship through embedding it throughout all curriculum areas and in the pastoral care program.</td>
</tr>
<tr>
<td>ICU standpoint</td>
<td>Human Relations, Multicultural, Transformative</td>
</tr>
<tr>
<td>Project summary</td>
<td>A core team made up of a diverse range of staff, including leadership, pastoral care representatives and staff with different viewpoints, worked initially with all staff.</td>
</tr>
<tr>
<td></td>
<td>The research project aimed to understand more about developing global citizens, in accordance with the National Curriculum ICU guidelines and to identify what staff are already doing in this area and make it more explicit.</td>
</tr>
<tr>
<td></td>
<td>The change team promoted student engagement by having students interview other students across the school about ICU. The student interview responses were then presented to staff, which helped to identify gaps in students’ ICU knowledge. As a result, the change team collaboratively developed a global citizenship curriculum with curriculum resources that are linked to existing activities. The curriculum is being implemented in 2012 through the student well-being LINKS program. This approach ensures that all students from years 7-10 will have the opportunity to develop ICU. Additionally, by December 2011, all staff had participated in 2 days...</td>
</tr>
</tbody>
</table>
of professional development to prepare them for the roll out of the global citizenship curriculum.

**Project outcomes**

The change team produced a pedagogical matrix, which is designed for implementing across the school through their LINKS program. The change team is also developing a set of classroom resources, which will be available to teachers to complement their classroom activities. The school plans to implement this in 2012.

**Project reflections**

*What went well: Using and learning from student voice.*

Students interviewed other students about, “What is cultural diversity, What is a global citizen?” and presented the responses to staff. This process helped staff understand current student attitudes and levels of knowledge and skills, which resulted in staff concluding that increasing ICU was an important aspect of students’ education.

*What went well: Staff learning and support*

The approach of the school was, “We had to be the global citizens before we can teach it to the kids.”

Through staff learning and support, all staff were enabled to embrace the topic of global citizenship and see its relevance to their curriculum areas (including maths, science and trade KLA’s) and to the National Curriculum.

Staff were acknowledged for what they were already doing well and were provided with relevant resources for further development.

An important facilitator of project planning progress was support by personnel in the Regional Office who assisted with curriculum development consistent with the National Curriculum and identifying relevant resources.

The school now has a curriculum for Years 7-10 including: self esteem, identity, origins, people, movement, Aboriginal identities, citizenship, stereotypes and racism. The curriculum includes lesson plans with exactly what staff will need for each activity including a learning intention.

Staff were engaged and positive about the ICU components of the National curriculum and felt more confident in teaching it.

*Future directions:*
The school sees this project as part of a five-year plan so described being happy with progress to date – especially the engagement and commitment of staff. As one change team member commented, “We will be implementing something next year that will be ongoing for four years and that’s exciting.”

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**Table 6: Doncaster Primary School, Doncaster**

<table>
<thead>
<tr>
<th>Target group</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project objective</strong></td>
<td></td>
</tr>
<tr>
<td>• To build on the school’s “Living the Values” program by aligning ICU with teaching and learning activities across the curriculum.</td>
<td></td>
</tr>
<tr>
<td>• To develop an assessment tool to measure students’ levels of ICU, such as empathy and perspective taking.</td>
<td></td>
</tr>
<tr>
<td><strong>ICU standpoint</strong></td>
<td>Human Relations</td>
</tr>
<tr>
<td><strong>Project summary</strong></td>
<td>The research project aimed to build staff capabilities to recognise and understand ICU in order to implement ICU across the curriculum. The change team actively sought whole staff input by conducting a staff feedback session. The change team completed an audit of the school’s “Living the Values” program in order to reassess the purpose, content and</td>
</tr>
</tbody>
</table>

**Key** enablers and challenges in a school context
intended outcomes of the teaching and learning activities. For their project, the change team focused on empathy and perspective taking. The team considered ways that the activities could more explicitly align with developing ICU skills and attitudes. For example, for perspective taking, topics include considering alternative perspectives and opinions, conflict resolution, and discussing issues such as prejudice and racism.

After the program audit, the change team developed an assessment tool so that students’ ICU and interpersonal skills could be included in student reports alongside academic assessments. They worked with a reporting company to design the assessment tool with developmental levels that are specific to students’ personal development instead of their year level.

<table>
<thead>
<tr>
<th>Project outcomes</th>
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</thead>
<tbody>
<tr>
<td>The change team’s engagement with the rest of staff resulted in increased interest in ICU and a sense of purpose and ownership over using the values program in their classrooms.</td>
</tr>
<tr>
<td>Other areas of the school have also been reviewed such as the student wellbeing program and the interpreting service.</td>
</tr>
<tr>
<td>Key resources that the change team hopes will be transferable to other schools are their realigned ‘Living the Values’ program and the ICU assessment tool. The change team has currently developed activities to promote empathy and respect.</td>
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</table>

<table>
<thead>
<tr>
<th>Project reflections</th>
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</thead>
<tbody>
<tr>
<td><strong>What went well: Staff learning and support</strong></td>
</tr>
<tr>
<td>“We were lucky because the bulk of the staff were brought into the Living the Values Program and do have a belief in it, you know, if it’s used, and everyone’s expected to use it but this has added a manageability layer to it if you like and an accountability mechanism because the accountability mechanism wasn’t there before but now it is and it will be in the report and it will valued just like maths and English is&quot;.</td>
</tr>
<tr>
<td>Staff understood the value of incorporating ICU through the program and demonstrated initiative:</td>
</tr>
<tr>
<td>The staff at one point were saying, “Could we have a staff meeting?” and we went through the activities and they responded and said, “Look, there’s not really anything here for empathy and empathy’s not even one of our values and it should be important.”</td>
</tr>
<tr>
<td>Staff took ownership over introducing new ICU learning activities while building on existing activities:</td>
</tr>
<tr>
<td>“Again that ownership actually goes back to the staff and they go “oh well these are the activities that we want, where we can still use those team building ones and they have a place”.</td>
</tr>
</tbody>
</table>

| Future directions: The school will continue to develop their ‘Living the Values’ program and sees it as promoting a whole school approach to ICU. Their immediate plans are to run staff training sessions to develop staff capability and to roll out the program with the assessment tool. |
| One change team member commented, “We just need to run the staff training so that everyone’s doing it and everyone feels empowered and able. And as far as I know it’s going to be timetabled so that it is shown as an important thing to happen everywhere”. |
2. Implementing a curriculum unit to improve ICU

Table 7: Clonard College, Geelong West

<table>
<thead>
<tr>
<th>Clonard College, Geelong West</th>
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<tbody>
<tr>
<td><strong>Target group</strong></td>
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<tr>
<td><strong>Project objective</strong></td>
</tr>
<tr>
<td><strong>ICU standpoint</strong></td>
</tr>
<tr>
<td><strong>Project summary</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Project outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What went well: Taking a transformative approach to ICU</strong></td>
</tr>
<tr>
<td>The change team found that ICT on its own was not a major influence for improving ICU. Instead, it was the transformative approach and deepening students’ interpersonal experiences that had the most impact on ICU.</td>
</tr>
<tr>
<td><strong>What went well: Students improved their ICU through direct interpersonal experiences with Indigenous people from different cultural backgrounds.</strong></td>
</tr>
<tr>
<td>A change team member gave the example of a student learning about differences that distinguish Victorian Aboriginal artwork. The student chose to paint a boomerang because the name of the person she interviewed meant ‘boomerang’. However, she used dot painting and only later realised that this was incorrect. She corrected it and when the Aboriginal person commented on the fact...</td>
</tr>
</tbody>
</table>
that it was Victorian artwork, the student was incredibly proud of what she had done. The change team member observed that the personal connection was important.

**What went well:** Student engagement in ICU and interpersonal experiences promoted increased academic motivation.

Change team members described a few students that they noted significant changes. They said that one student was not very engaged with her studies and the Black Tracks course was the only one that she put in a lot of effort. Another student that is normally shy was more open during her video diary reflections. A change team member commented that a common type of student feedback about the course is, "It's like no other subject we've ever done before".

**What went well:** Positive community reaction and increased sense of community engagement and inclusion.

Some positive community feedback included:
- A woman from a local Aboriginal organisation said, "Oh God, you get more Aboriginal people here than we get at our community meeting."
- A parent approached a change team member and said, "Wow, this has had a real impact".
- A change team member commented about the reactions of local Aboriginal elders: "There were lots of really positive messages from elders within the community, especially ones that have been coming along for years. They felt that this really extended what we'd been doing in the past".

**Project reflections**

The change team commented on the process of setting up partnerships with other schools. They said that the school’s resources, staff capability, and time were particularly important. The change team noted that the exhibition was a motivating factor for students to care about their work in the program: “Yes, and the fact too that it’s sort of put out there as an exhibition. Again in terms of assessment, it needs to be something that they’re proud of and that the person who they’ve interviewed is going to be proud of”.

**Future directions:** The school plans to continue to build staff and student ICU capabilities through study tour opportunities, such as the school organised trip to Daly River in the Northern Territory. Staff also plan to continue to develop the Black Tracks program and also consider how they can include ICU in other year levels.

3. Building ICU through student participation and community engagement

**Table 8:** Syndal South Primary School, Syndal South

<table>
<thead>
<tr>
<th>Target group</th>
<th>Students and parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project objective</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To engage the community by developing a project to involve parents and their children at the school.</td>
</tr>
<tr>
<td></td>
<td>To promote cultural diversity across the school through staff, student and community engagement.</td>
</tr>
<tr>
<td><strong>ICU standpoint</strong></td>
<td>Human relations, Multicultural</td>
</tr>
<tr>
<td><strong>Project summary</strong></td>
<td>The change team worked with staff to discuss future directions for community engagement. Key discussion questions were: What does community engagement look like at the school</td>
</tr>
</tbody>
</table>
presently?

What do we want community engagement to look like at the school?

The change team also included a short survey in the newsletter to collect parent opinion on engaging with the school.

The focus of the school’s ICU project was to explore students’ and their families’ cultural backgrounds. The project aimed to involve parents by creating a joint student-parent project. Each student created an A2 size poster that was about, “This is my family and this is our story”. Parents were encouraged to attend at different times to work on the poster with their child.

The posters included content such as, a family photograph, family identity and origins and how they came to be in Australia.

Overall, there were 270 posters, which were displayed across the school.

<table>
<thead>
<tr>
<th>Project outcomes</th>
<th>What went well: Increased community engagement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The change team found that parents began to be more engaged with the school as a result of the school’s inclusive approach to students and the broader community.</td>
</tr>
</tbody>
</table>

| Project reflections | The school described their approach to building students’ ICU: Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people. |
|---------------------| Future directions: The school plans to run professional development activities for parents and staff, and develop an assessment tool to gauge the level of community engagement. There are also plans to incorporate ICU into inquiry units at each year level. |

---

Table 9: Kurnai College, Kurnai

| Kurnai College, Kurnai |  |
|------------------------|  |
| Target group | Year 7 students |
| Project objective | • To actively involve students in promoting ICU at the school through a Social Justice Fair as part of an integrated unit of work.  
• To build students’ ICU by encouraging and supporting them to teach other students about their learning around cultural diversity and ICU. |
| ICU standpoint | Multicultural, Transformative |
| Project summary | Year 7 students worked together to plan, organise and run a Social Justice Fair. One Year 9 student was very keen to be involved and helped to mentor the Year 7 students during the whole process. The fair consisted of seven workshops to experience and learn about different kinds of intercultural experiences. One workshop involved Sudanese students and a few community members. Students that participated in the workshop helped to cook a meal that had to cost less than $2.00. It was meant to represent how... |
much many people in the world have to live on.

Year 6 students that were planning to enroll the following school year were invited to attend the Social Justice Fair. The change team aimed to communicate to incoming students that ICU was important for their school culture.

Students raised money from the fair to donate to UNHCR. Students felt this was relevant and significant because they know that there are students at the school who are also refugees from Sudan and so they wanted to help others in similar situations.

### Project outcomes

**What went well:** Change teams described significant changes in students’ sense of inclusion and empowerment.

“On the day, you couldn’t have wiped the smile off the kids’ faces. We obviously helped them but they were so empowered that they were able to do this”.

For example, a group of Koori students that often perform outside of the school as part of an organization called, “Deadly Culture Dances” felt more confident to perform for the Grade 6 students that attended the fair.

And they’re [usually] too embarrassed, but because it was to Grade 6’s it was that step away. They didn’t feel like they were dancing to their peers. It was amazing to see the dances, and then they were so proud to get all this feedback and, like, we’ve got about sort of 10 Koori kids coming in next year, so for them to see that this is how we celebrate difference, we love it.

**What went well:** Family members also engaged with the school and commented on the impact of the school’s inclusive approach:

“I was talking to one of the Sudanese parents today just about the fact that if we value the students’ culture and make it something that they’re proud of then that makes them be able to be themselves a lot more”.

**What went well:** School staff also came on board, devoting time outside of their usual teaching duties to support the students:

“I think the kids were doing the right thing all the time, like embracing all the different experiences. The kids were getting so much out of it and the teachers could see that, so they wanted to help the kids be successful”.

**What went well:** The fair encouraged other students to want to be involved in promoting ICU at the school.

The Year 9 student that was involved as a mentor shared his story as a refugee from Kenya. Other refugee students discussed how they wanted to help with educating other students about these issues. A change team member said that it helps students to understand “that there’s real people behind these stories rather than just [what they] see in the news and think “oh, another boat person” or whatever they think”.

**Project reflections**

Staff realised the importance of student participation for building ICU:

“We realised that the kids needed to be teaching others about that. Not just show people what they’ve learned, and so they had to actually run the workshops, had that major role in running of the
“The students organised the whole thing. We did the administration but they actually ran the workshops, organised the student flow, organised the food. They did the catering; they cooked. Actually, on the day it was very stress free for teachers”.

**Future directions:** The school plans to consider ways to implement similar initiatives across the year levels and across the curriculum.

### 4. Building staff ICU capability

**Table 10: Huntingdale Primary School, Huntingdale**

<table>
<thead>
<tr>
<th>Huntingdale Primary School, Huntingdale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>All teachers</td>
</tr>
<tr>
<td><strong>Project objective</strong></td>
<td>Given time, what can we identify as current successful teaching and learning practices that will enhance teacher confidence to build and further develop students’ ICU? The project aims to understand how teaching primary students the skills to become meta-aware of their intercultural understanding (as opposed to their current unconscious skill) provides them with greater capacity to respond to diversity beyond the school community.</td>
</tr>
<tr>
<td><strong>Project summary</strong></td>
<td>For the project, team leaders representing all the year levels were each given $2,000 to purchase ICU resources, such as books that promote positive attitudes toward cultural diversity. These were then discussed as part of a staff meeting to assess how they can be used and how they fit with the teachers’ units of work. They also spent time thinking about the “questioning strategy” they would use for each resource. The change team stressed that the opportunity to reflect and discuss the thinking behind how staff would use the resources was important. They reported that one of the key factors for building teacher capacity was devoting a significant amount of time to work together as a team.</td>
</tr>
<tr>
<td><strong>Project outcomes</strong></td>
<td><strong>What went well: Increased staff buy-in</strong> The change team described the benefit of communicating the ‘big picture’ reasons for developing students’ ICU, which included having the skills to negotiate cultural diversity outside of the school setting. “[It’s about] buy in to the bigger picture. And it was interesting, the teachers have done their reviews, their reflections, and a number of teachers have asked that they would like to pursue [ICU] next year. They found it fascinating. They found it really important and they found it really valuable for the children”. “We identified that at a point when children do notice difference, particularly around grade 3/grade 4, to give them the skills and the language to be able to talk about how they’re feeling and why are they feeling, and where to go from there, it was really important”.</td>
</tr>
<tr>
<td></td>
<td><strong>What went well: Increased staff confidence</strong> The change team observed that teachers were more confident as a result of this process: “So come next year when we go to actually implement it, they’re feeling very confident”.</td>
</tr>
</tbody>
</table>
**What went well: Developed a model to implement ICU across the curriculum**

Staff developed a model of trans-cultural education designed to build high-level transferable ICU skills in primary school students.

**Project reflections**

Change team staff commented on the process needed to build staff ICU capabilities:

> "It’s very much about the thinking and dispositions that fall behind [ICU] and experiences that the children are exposed to, and the staff were exposed to, so it was very reflective of the process that you would need to take anyone through in developing those capabilities".

Change team staff expressed the importance of staff having the opportunity to build ICU through personal experience, not just the students:

> "It’s only when you experience something then can you understand how the children would be feeling and reacting".

**Future directions**

The change team plan to work with all teachers to implement their ICU inquiry-based pedagogical model in 2012.

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### 5. Sister school approach to develop ICU

**Table 11: Portland Secondary College, Portland**

<table>
<thead>
<tr>
<th>Portland Secondary College, Portland</th>
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<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>Mainly students that went to Indonesia to visit the sister school.</td>
</tr>
<tr>
<td><strong>Project objective</strong></td>
<td>The project aimed to trial an inquiry project during a sister school visit to deepen students’ experiences and to measure changes in students’ ICU.</td>
</tr>
<tr>
<td><strong>ICU standpoint</strong></td>
<td>Tourist, Human relations, Multicultural</td>
</tr>
<tr>
<td><strong>Project summary</strong></td>
<td>For the project, change team organised a sister school visit for 27 students and 3 staff. Prior to the trip, the change team held comprehensive information seminars with families, and also separately with parents and students. Leading up to the trip, students were also required to complete weekly tasks around Indonesian language and cultural differences. The students spent 16 days in Indonesia. The first six days were spent around Bali where they had to learn how to negotiate a different culture. Change team said that this was intentional so that students would be under the guidance of staff initially because when they travelled to Yogyakarta, they stayed with host families. The students spent 10 days in Yogyakarta where they worked with Indonesian students at Yogyakarta Junior Secondary College (SMP 5). At the school, students negotiated an essential question with their counterparts and worked through developing an in-depth understanding around the chosen topic area. The change team pointed out that the process and negotiation of the essential question was of greater importance than the output. In order to measure ICU, the school used surveys and interviews (pre and post). Students also kept video diaries. Students also presented what they learned to other students, the whole school and school council. Change team noted that this was</td>
</tr>
<tr>
<td>Project outcomes</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>What went well:</strong> Students engaged in positive intergroup contact</td>
<td>One change team member described the interactions between the Australian and Indonesian students. The teachers intervened when necessary to support the students during the activities in order to facilitate the group work. Friendships developed as students helped each other out. Equal status was also achieved by the preparation the students received. Indonesian students were sent information packets to help them learn about Australian cultural differences, just as the Australian students were learning about Indonesian cultural differences. “Friendship-wise, I mean, it took me half an hour to get them into the airport because they didn't want to leave at the end [...] The Indonesian students were very supportive when it came to helping them with classroom stuff as well. So if they were in a class and the Australian student was struggling a bit they'd help them out as well, so it was just really nice to see new friendships blossom”.</td>
</tr>
<tr>
<td><strong>What went well: Student demonstrate a vested interest in their learning</strong></td>
<td>One change team member observed in the classroom: “There's a certain realisation that when I talk about things I can see them ticking away and thinking &quot;I've seen that, I've done that&quot;. So it just makes a huge difference to give these kids access that way”.</td>
</tr>
<tr>
<td><strong>What went well: Increase in students' ICU</strong></td>
<td>Students interviewed each other before and after the trip. Based on the interviews, the change team noted: “So yeah, they were quite nervous beforehand. A lot more relaxed, a lot more open and a lot more reflective on the post”. Another change team member described a student’s comment that suggested an increase in meta-cognitive skills. In the post-interview, a student was asked: “How did you find living in a different culture and dealing with all of that”? She sat there and she’s having a chat with another student, [she said], &quot;Well, the thing is, it’s because Australians do things so differently&quot;. The change team suggested that having students interview each other rather than a teacher interviewing students, may have contributed to the students being more open and honest in the interviews. A change team member also observed the impact of the students’ interactions during the trip on another staff member. The staff member had been teaching at the school for over 20 years and reported that the day the students spent at an orphanage in Bali was “the most moving and impressive thing that I have seen in my career”.</td>
</tr>
<tr>
<td><strong>What went well: Community engagement</strong></td>
<td>The change team reported that the information seminars played an important and critical role in helping to alley parents’ and students’ concerns. It also worked to involve the community in developing ICU since the change team noted that many families had never left...</td>
</tr>
</tbody>
</table>
Australia. During the sister school visit, parents formed an informal network:

"[The parents were] catching up themselves anyway just while their kids were away, so they kind of formed their own parent community around the whole thing as well".

Project reflections

Students chose essential questions around topics that they could both relate to, such as sport and the environment. While these topics might have seemed ‘shallow’, the change team reported that it was an effective approach because it helped students to connect to something that was immediately relevant to them, which enabled them to build a relationship with each other.

“To start with there was that personal, in the pair, working out “what are we going to talk about, how are we going to talk about it, how are we going to present it and everything else”? So it took a couple of minutes but once the Indonesian students got into it, it was like we’d opened up a flood gate and they could just go for it and really express who they were and then question our students on what they do as well”.

Future directions: The students will continue to build on their essential question with students at the sister school using ICT. Change team stressed the importance of having direct interpersonal experiences during an immersion trip as a way to make significant changes in students’ ICU.
10. Recommendations for Policy, Practice and Research

10.1. Guidelines for developing ICU programs

- **Understanding ICU**: Intercultural understanding is about the skills and attitudes to think critically about cultural diversity and to effectively engage with people from diverse cultural backgrounds. Importantly, ICU is not only about acquiring knowledge of different countries and cultures. Knowledge is important but it is limiting in terms of promoting significant ICU changes.

- **Inclusiveness**: All students, including those at each developmental level, can benefit from increased levels of ICU. This is crucial for students to effectively interact with people from diverse cultural backgrounds and to develop as ‘global citizens’. Students need ICU skills and attitudes, such as openness empathy, perspective-taking, the ability to reflect on one’s own culture, and conflict resolution skills, to navigate living in a globalised society.

- **All students are culturally diverse**: Recognition and acceptance of cultural diversity involves including and respecting all students. It is not an effective approach to single out individual students because of their racial and cultural visibility. Anglo-Saxon students also need to be supported in exploring their cultural background. All students need the opportunity to critically reflect on their own identity and cultural background by recognising and understanding in-group and out-group similarities and differences.

- **Critical awareness**: The media has a powerful influence on beliefs and attitudes. Students need to be able to develop skills to challenge what they see and hear, especially in the media. Even if a community or school is not culturally diverse, all students are exposed to representations of people from diverse cultures whether this is through the media, parents, teachers or peers.

- **Opposing prejudice and racism**: International evidence indicates that critical discussions about prejudicial beliefs, race and the impact of racism in society, are important to address before a student can be truly open to people from diverse cultural backgrounds. These issues are often very relevant for students’ experiences inside and outside the school. Therefore, taking a colour-blind approach is an ineffective way to recognise and accept the complexity of cultural diversity.

- **Positive intergroup contact**: Positive intergroup contact can promote ICU if it is centred around cooperative learning tasks in a supportive authorising environment with equal status amongst participants that voluntarily engage with each other.

- **Using virtual technology**: Schools can use virtual technology such as web-conferencing, Skype and e-pal platforms to support students to engage with people from diverse cultures. This can be particularly useful for schools located in areas with low cultural diversity. Additionally, it can facilitate more students to develop ICU through interpersonal experiences by minimising geographical and financial limitations. For example, there is significant potential for using virtual technology to develop ICU through sister school partnerships on an ongoing basis rather than limiting interactions to intermittent sister
school visits. A key challenge is for both sites to have adequate technology and staff capability to effectively engage students.

10.2. Teaching and learning practice

- **Access to professional expertise:** Schools stressed the high value and importance of access to expert advice and support when planning and implementing ICU. Having experts provide support at the school helped to build staff buy-in and ownership.

- **Teacher capability:** The evidence strongly indicates that building teacher capability and confidence is a necessary prerequisite to incorporating ICU into teaching and learning practice. Additionally, it is important to acknowledge that working with staff on ICU is more complex than learning about maths or literacy because it also crosses the boundary between personal and professional.

- **Professional development:** School project feedback suggests that an effective approach is to have centrally organised professional development combined with the opportunity for accessible local consultation, with regional office and other schools. Professional development ideally includes:

  o opportunities to enhance knowledge about intercultural understanding and interaction
  o provision of a theoretical framework for approaching intercultural understanding and interactions and an overview of the breadth of what intercultural understanding entails
  o exposure to evidence-based approaches to applying these principles in schools
  o self-reflection related to one’s own cultural background and understandings
  o opportunities for direct, positive interactions and learning experiences with members of different cultures
  o knowledge and skills in leading effective implementation and maintenance of projects in schools.

**Implications for policy and planning**

In an education system, which views schools as increasingly autonomous organisations, it is perhaps even more critical for DEECD to support schools by providing professional development opportunities and follow up support to assist school staff to effectively promote ICU. There is strong evidence to show that it is important for staff to receive ongoing professional development.

10.3. Whole school interventions and the wider community

- **A systematic audit of existing school policy and practice:** In terms of implementing ICU across the school, it can be helpful to consider existing school and teacher practice in order to look at what is working well and what could be modified or developed further. The school audit tool is a useful way to assess and reflect on whole school policy and practice. The 5 standpoints can be a useful way to understand what kind of cultural diversity approach is being used in classrooms and then to be able to consider other approaches.
• **Time:** Evidence from the field trial and from the research literature strongly indicates that at least 18 months of planning and implementation is required for school-based ICU interventions to be most effective.

• **Multi-level implementation:** Promoting ICU requires a multi-level whole school approach rather than existing as isolated and one-off curriculum units. Whole school change is required for long-lasting ICU changes, especially when there is staff turnover, intermittent funding and time pressures.

• **Student engagement:** Evidence from the field trial and from the literature demonstrates that student engagement is crucial to developing their ICU.

• **Community engagement:** Evidence from the literature indicates that the media has a significant impact on attitudes toward people from diverse cultures. Additionally, evidence from the field trial demonstrated that school initiatives to promote ICU at a whole school level were supported when the wider school community was actively engaged.

Some schools highlighted that they would have liked to do more work to engage the local Aboriginal community as part of developing intercultural understanding at their school. Some felt they needed more support to navigate what they perceived to be a sensitive area in the wider community. For instance, one school commented that they felt they were more able to engage Aboriginal communities that were further away than in their local area due to local tensions.

**Implications for policy and planning**

Just as intercultural understanding should not be limited to particular subjects in the curriculum, intercultural understanding initiatives should try to engage the whole school community, including parents, family and community members. Some schools indicated that it was difficult to implement intercultural understanding changes without the support of the community.

Funding is crucial for schools to use systematic approaches to develop intercultural understanding at the school and across the wider school community. Some schools mentioned that a key issue they face is that funding priorities such as a focus on Asia do not always enable them to explore intercultural understanding by making connections with local and non-local Aboriginal communities. School suggested that they would like more support to engage Aboriginal communities.

Change teams highlighted the Student Summit as being particularly meaningful and inspiring for staff and students. Further opportunities to engage both staff and students can potentially work to develop more effective whole school strategies to build ICU.

**10.4. School and community networks**

**Communities of practice:** Schools reported that making connections with other schools doing similar work was helpful for considering ways they could promote ICU. Additionally, schools also made important community connections with families, community organisations and school council. These
connections were particularly helpful for supporting the schools’ ICU work. These findings suggest that it would be useful for schools to:

• Form ‘communities of practice’ that support them to learn about different approaches to ICU for different school contexts.
• Consider approaches to involve and inform the community through joint initiatives between students, families and school staff.

Implications for policy and planning

As the education system moves increasingly toward lateral accountability, schools need to be supported with opportunities to engage with each other in meaningful ways. Based on comments from schools in the field trial, it is important to seek input from schools about networks that they feel are most relevant for their local school context.

The field trial also helped schools make connections between the work they are currently doing and its relevance for policy. Future policy initiatives need to involve consultations with schools in order to bridge the gap between policy and practice. For policies to be most effective, schools need to understand how they can fit with the local context.

As a way to reinforce the relevance of the work schools are doing for education policy, it is important for DEECD and regional offices to engage with schools through the provision of support and opportunities for recognition of positive ICU initiatives. This can help to recognise the leadership of principals and other school leaders as schools become more independent.

10.5. School-based evaluation research

**Rigorous long-term research and evaluation:** Based on the review of Australian and international literature on school-based ICU interventions, there is a significant gap in terms of rigorous long-term evaluations. Positive ICU attitudes take years to develop and so any assessment of sustained changes in attitudes needs to happen over a longer period of time. More time is also needed to understand the impact of ICU on academic learning outcomes. Further trials comparing outcomes of specific types of ICU projects in schools are needed, including randomised controlled trials, with substantial follow-up.

**Implications for policy and planning**

It is in the interest of the education system, especially in a multicultural state such as Victoria, for schools to be supported to implement and evaluate projects that can contribute to the evidence base in terms of effective approaches that promote ICU in an Australian context.

Australian schools have much to contribute to international research in terms of effective approaches that promote ICU in different school contexts. If schools are supported to use rigorous research methodology, their project findings can potentially inform the government of best practice approaches to implementing ICU policy.

Regional schools are experiencing changing school and community population demographics with increasing cultural diversity. Given these present changes, schools are challenged to consider inclusive approaches to build student, staff and community understanding toward people from diverse cultural backgrounds. Schools need to be informed of best practice approaches to building ICU and then supported to implement whole school changes.
10.6. System level ICU promotion

This field trial has shown that promoting ICU in a school context requires a significant amount of time, funding (e.g. teacher release time), staff capability and leadership support. These findings need to be considered for future funding in terms of its effectiveness to support similar ICU-based initiatives.

Implications for policy and planning

The system can learn from the experiences of the field trial schools, especially key enablers and challenges for promoting ICU. This can inform policy planning in terms of the best approach to support system-wide change when the Australian National Curriculum is implemented.

It is also worth considering ways to support the field trial schools to build on findings from their field trial projects and to conduct an evaluation over a 3-5 year period. This will potentially provide more evidence for project effectiveness.

Overall, ICU promotion needs to happen at both the school level and system level. Many schools in the field trial stressed the need for more time given the amount of time it takes to support whole school change, time for reflection and planning, and then time to implement project initiatives. Additionally, results from the field trial clearly indicate that professional capability and personal capability are both important for supporting student ICU. Schools need to be sufficiently supported with ongoing professional learning opportunities and follow-up support to enable them to build on the significant work that schools have done, especially in terms of laying the groundwork for further work.

Supporting schools to build on their work from the field trial is also important as some schools reported observed changes in student academic motivation. There is research evidence to suggest the positive benefits of cultural diversity for student learning outcomes. However, there is a significant lack of rigorous research to support this. In order to understand connections between ICU increases and better academic outcomes, the area could benefit from more long-term school based research.

Based on positive feedback from the INP regional consultations in November 2011, additional resources should be provided to further develop the Intercultural Understanding and Global Citizenship Framework. A school from the field trial commented that if the framework can be refined and made relevant for teaching and learning practice, then it has the potential to be a powerful tool for schools to reflect and rethink existing school practices.
11. Appendices

Appendix A – Field trial

Field Trial stages

School selection

Prior to the field trial commencing, schools were selected in two formal stages through initial nominations in January and then a call for expressions of interest in February. Schools from eight of the nine school regions in Victoria were involved in the field trial.

Table 11: School selection process by DEECD INP

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 24 January 2011</td>
<td>Initial cohort identified through nomination by International Education Division DEECD, Multicultural Education Unit DEECD and DEECD Regional Offices</td>
</tr>
<tr>
<td>Monday, 7 February 2011</td>
<td>Expression of Interest template issued to all schools identified to participate in field trial selection process</td>
</tr>
<tr>
<td>Wednesday, 16 February 2011</td>
<td>Closing date for submission of expression of interest</td>
</tr>
<tr>
<td>Tuesday, 22 February 2011</td>
<td>Selection Panel provides list of schools for participation in Field Trial</td>
</tr>
<tr>
<td>Thursday, 24 February 2011</td>
<td>Project Board Meeting to endorse selected schools</td>
</tr>
<tr>
<td>Friday, 25 February 2011</td>
<td>Schools notified of outcomes of the selection process</td>
</tr>
<tr>
<td>Wednesday, 2 March 2011</td>
<td>Induction program for school teams participating in the Field trial</td>
</tr>
</tbody>
</table>

Initially, all nine regional directors presented school suggestions based on selection criteria provided by DEECD. Briefly, the selection criteria included:

1. **Capability** (e.g. breadth and depth of ICU curriculum programs)
2. **Culture** (e.g. organisational climate, supportive leadership)
3. **Connections** (e.g. levels of community engagement, extent of professional networks)

Additionally, schools were also selected based on evidence of their involvement in the following programs:

1. **Leading 21st Century: Engage with Asia** program initiated by the AEF and funded by DEEWR,
2. **Civics and Citizenship Education Program** led by DEEWR,
3. **Values Education Program** for teacher professional development led by DEEWR,
4. **Education for Global and Multicultural Citizenship** program led by DEECD Multicultural Education Unit, and participation in
5. Cultural Quest as part of Cultural Diversity Week conducted by DEECD and the Victorian Multicultural Commission.

The second stage involved a call for expressions of interest to the nominated schools. In the application, schools were asked to respond to the same selection criteria around capability, culture and connections supported by more detailed evidence. A selection panel from DEECD, which included the Multicultural Education Unit, International Division, and the Innovation and Next Practice Division assessed the expressions of interest and presented their recommendations to the IUFT Project Board. From this selection process, 23 schools were selected. Later, three non-government schools, two Catholic secondary schools and one combined independent school, opted to participate in the field trial.

Stage 1 (February to April 2011)
INP engaged an independent research team to evaluate the field trial. In response to a request for tender, a proposal was submitted by the research team at the end of February with a contract finalised on 27 April.

An induction day on March 2nd introduced the schools to the purpose and aims of the field trial.

Stage 2 (April to July 2011)
Stage 2 involved three planning days which ran from April to June and were organised by DEECD INP for schools to develop a research question and plan their projects. The aim of the planning days was to help schools to think critically about what they were currently doing in their schools, develop an action plan of ways to support intercultural understanding (ICU) in the school, and think about how their field trial project could add to the education system in terms of examples of innovative ‘next practice’. There was also a Student Summit on May 30th. This provided an opportunity for staff and students from each school to discuss ways to support youth participation in the planning and implementation of the school’s project and in promoting ICU more broadly.

Members from the research team attended and presented at the Induction Day on 2 March and attended the Planning Days on 6 April and 18 May. Members of the research team developed a school audit tool based on their previous work to assist schools with evaluating and identifying any gaps in current policy and practice aimed at promoting cultural diversity (Greco, et al., 2011).

Each project was practitioner-led and so each school was responsible for the conduct, implementation and evaluation of their individual projects. During the planning days, typically the change team leader and/or a principal or assistant principal worked through a number of change management tools to identify current practice, potential challenges and consider possible solutions. The school change teams were encouraged to use the change management tools and were coached through the process by the INP leaders.

The change management tools were meant to help the change team leaders to facilitate discussions back in their schools. The tools involved:

1. Setting ground rules
2. Articulating a vision to drive change
3. Reflecting on what is currently working well, what is working okay and what is not working
4. Mapping challenges and quick wins to determine realistic changes that can be implemented within the time period of the field trial
5. Outlining an implementation process for an ICU project
6. Using tools such as the "5 whys" and "Fishbone analysis" to understand and problem-solve issues that arise.
7. Developing a final action plan for the ICU project.
8. Reflecting on what went well and what might have been better if things had been done differently.

Stage 3 (July to December 2011)

School project implementation and evaluation

After 3 to 6 months of planning, schools implemented their projects during Stage 3, which spanned Terms 3 and 4. Each project was practitioner-led and so each school was responsible for the conduct, implementation and evaluation of their individual projects. This meant that each school developed a research question and project implementation plan to align with the overall field trial research questions. Then, schools collected project specific data using methods to evaluate the impact of their projects, which included video diaries and reflective journals as well as pre and post interviews.

Field trial evaluation

For the overall field trial, the research and evaluation partner developed standard surveys for students and teachers that schools could administer before and after their project. The pre-project surveys provided baseline data and the post-project surveys described changes in ICU.

- 16 schools provided baseline survey data for students and 10 schools provided baseline survey data for teachers.
- Of the 16 schools, 8 schools also provided post-project student survey data.
- Of the 10 schools, 2 schools also provided post-project staff survey data.

Due to the variability spanning the projects including focus, timeframe, and differences in sample sizes and characteristics, the surveys were primarily used as an exploratory measure of changes in ICU across all of the schools. This was supplemented by in-depth interviews and focus groups of 3-5 staff members with a cross-section of schools to understand project implementation factors and project impacts. Additional evaluation data was collected using a school audit tool and a process-impact framework.

Two professional learning days were offered to schools to consider further ways to deepen their approaches to intercultural understanding. This included a Cultural Diversity Standpoints Day on 17 August and an Indigenous Perspectives Day on 9 November.

Additionally, funding was provided for two staff members on the school change team to participate in a study tour. There were three organised study tours (Refer to Section 8.3: Impact of the field trial process on project planning and implementation (Study Tours) for further information and evaluation). The first study tour to New Zealand (26 June – 2 July 2011) was run by CORE Education, a not for profit educational research and development organisation. The other two study tours were organised by the Asia Education Foundation (AEF) at the University of Melbourne and went to Hong Kong/South Korea (17-29 September 2011) and India (1-14 October 2011). AEF provided pre-departure information sessions and post-study tour follow-up sessions for each of the study tours. There were no information or feedback sessions provided by CORE Education. AEF conducted their own evaluation of the study tours. An evaluation report has been provided to DEECD.

7 December marked the end of the field trial and was an opportunity for schools to share their findings and discuss future plans.
1: School selection and Introduction to field trial

2: Project planning and change management

3: Project implementation and evaluation

Figure 16: DEECD Field Trial stages and timeline
Project Partner Roles

**DEECD INP**

DEECD INP developed the field trial approach as a way to connect policy development at a departmental level with the local context in schools. The approach was first initiated in 2008 under what was then the Innovations branch of DEECD. After a restructure, the Innovation and Next Practice Unit was formed which continued to work on projects that took a field trial approach. For the ICU field trial, two Innovation and Next Practice leaders (INP leaders) were seconded for the duration of the field trial. They were selected based on their positions as school leaders with previous coaching experience. This was a strategic decision in order to bridge the gap between teaching and learning practice in schools and the broader policy context. The intention was to better understand the local context in which policy initiatives such as ICU in the Australian National Curriculum are implemented.

The role of DEECD INP involved:

- selecting schools based on recommendations from regions
- conducting planning days and organising professional development opportunities
- assisting schools with the development of their research questions
- monitoring the progress of the schools’ projects to ensure relevance to the policy context and the wider education system
- developing an ICU tool for system-wide use.

**Research and evaluation partner**

The research team was responsible for evaluating the field trial as a whole. Due to the variability across the schools’ projects and the short timeframe, it was important to develop an evaluation approach that would capture both the impact of the field trial and an understanding of teaching and learning practices that would best support and promote ICU in a school context.

As a research and evaluation partner, the team acted primarily in an advisory and evaluative capacity.

The advisory role involved:

- conducting an extensive literature review of ICU
- providing advice and recommendations to DEECD INP
- supporting schools with research advice so that they could monitor and evaluate their specific projects, as needed. The process-impact framework was provided to schools to assist with this process.

The evaluative role involved:

- developing evaluative tools to provide baseline data of ICU across schools, such as surveys and the school audit tool
- conducting interviews and focus groups with school change teams to deepen understanding about project implementation in school contexts and to explore key factors for promoting ICU
- conducting interviews with DEECD INP to assess the field trial process and explore perspectives about key enablers and challenges around promoting ICU for schools and the education system more broadly.
**Schools**

The field trial approach deliberately gave schools flexibility to tailor the aims of the field trial to their local context. The field trial was practitioner-led research with primary support from DEECD INP and advisory support from the research team. Schools designed and conducted their own projects based on specific needs, goals, timeframes, and staff capacity.

Schools were responsible for:

- setting up and managing change teams to implement their ICU project
- recruiting participant groups
- collecting data, using the tools provided by the research team and/or their own methods
- self-evaluating project specific impacts
- developing project resources as examples of teaching and learning practice. These were provided to DEECD INP at the conclusion of the field trial to be considered for system-wide relevance. A few of these resources are mentioned in case studies under *Section 9.6: Promising approaches to ICU promotion in schools.*

**Appendix B – Evaluation Framework and Timeline**

The evaluation by the research team was conducted and completed from March 2011 - February 2012 (Refer to *Appendix A – Field Trial*).

**Methods**

Some of the key challenges throughout the field trial were the short timeframe and the number of schools involved in the field trial. Moreover, the assessment of intercultural understanding in schools is an emerging area. These factors impacted the evaluation methods that were used in terms of choosing the most effective and practical approach. First, the short timeframe necessitated a rapid approach to evaluation. Second, due to variation across the schools’ projects, a standard evaluation measure was necessary. Due to the lack of pre-existing validated ICU instruments specifically for compulsory education, surveys were designed specifically for the field trial.

With the exception of interviews and focus groups, it was expected that schools would use all of the tools provided by the research team to assist with the evaluation of the field trial. However, due to the exploratory approach of the field trial, variability across projects and time constraints, not all of the schools did so.

**Audit Tool**

At the request of DEECD INP, the research team developed a school audit tool to provide data about current policy and practice supporting cultural diversity and ICU. The audit tool was designed to help schools consider what their school was currently doing to support cultural diversity and what they would like to do. It was also useful to get a sense of the school culture and priorities to provide a context for the school’s ICU project. The audit tool was completed by 7 schools.

The audit tool was developed by the research team and is based on an existing audit tool for the Localities Embracing and Accepting Diversity (LEAD) program that explores ways to promote and support cultural diversity in schools (Greco, et al., 2011). A copy of the LEAD school audit tool is provided
The audit tool can be used to conduct an assessment of current school procedures, practices, and policies that support diversity and address race-based discrimination. The tool is intended to provide a picture of what the school is currently doing and to identify strengths and areas for improvement. The process of undertaking an audit is a statement to the school community that the school values cultural diversity and is actively committed to supporting diversity and addressing race-based discrimination. This audit tool is designed as an assessment guide, rather than a measure of individual or organisational performance.

**Process-impact framework**

The process-impact framework was developed to help schools monitor the progress of their project as a form of self-evaluation. It also provided project implementation data to support the evaluation of the field trial as a whole. Due to time constraints, the process-impact framework was not distributed to schools until August 4th. Previous project planning work had been completed by the schools for DEECD at planning days and schools had submitted their research questions and aims to DEECD INP for their own reporting requirements at project board and reference group meetings. Therefore, the first part of the field notes was helpful for collating this background information about school projects into a single document. This helped to document the schools’ project implementation process. Overall, the process-impact framework was primarily useful for understanding school projects in more depth. DEECD INP leaders provided assistance to the schools as needed to help them to complete the framework. The process-impact framework was utilised to varying degrees by 10 schools.

The process-impact framework was divided into three parts:

**The first section** covered school profile information such as student population data, school characteristics and information about pre-existing or existing ICU programs. It also asked schools to outline how they became involved in the field trial and how their project was developed, including who was involved and how often they met. Schools were also asked to evaluate the value of the DEECD planning days and comment on the coaching assistance received from INP leaders and research support from the research and evaluation team.

**The second section** covered the school’s project. This asked schools to describe their research question, key project objectives and strategies used to achieve those objectives, data collection methods, and what they hoped would change.

**The third section** asked schools to discuss project findings, if applicable, to reflect on their involvement in the field trial and to consider future plans to continue to build on their ICU project work.

**Interviews**

After receiving University of Melbourne ethics approval and permission from the research division at DEECD, individual interviews and focus groups were conducted with school change teams and DEECD INP staff at the end of Stage 3 of the field trial from late November to mid-December.

**Interviews with DEECD INP**

Individual interviews were conducted with DEECD INP staff, which included the project manager and the two innovation leaders. These interviews took place face-to-face using a semi-structured interview schedule. The topics covered:
• the field trial background and approach
• reflections on what went well and what could have been better
• experiences working with the schools to facilitate change
• thoughts on key enablers and challenges for promoting ICU in schools
• perspectives about the overall value of the field trial for the schools and the education system.

Interviews with school change teams
Interviews were conducted at 13 schools with 43 staff on the IUFT change team and with staff in key school leadership positions. There were 8 focus groups, 3 individual interviews and 2 paired interviews. Interviews, especially focus groups, were conducted at the school when possible. However, due to time constraints and geographical distance, three focus groups took place using videoconference equipment. One individual interview and one paired interview were conducted over the phone. The remaining eight interviews took place in person at the schools. A semi-structured interview schedule was used to guide the interviews. The topics that were covered include:

• initial impressions and expectations of the field trial
• the field trial approach (e.g. project planning, setting up a change team)
• key enablers and challenges for implementing a practitioner-led project in a school context
• key enablers and challenges for promoting ICU in a school context
• supports and resources schools need to implement an ICU project
• significant changes for students, staff and community resulting from their project.

Participant selection
Key informants at each school were selected based on their involvement in the school’s project and/or their leadership role. Purposive sampling of schools was used to capture a range of school experiences. Selection criteria aimed to capture a representative spread and included type of project, innovation, school location and size and the year level that was targeted by each school’s ICU project. This cross-section was chosen to get a snapshot of teaching and learning practice across the schools.

Analysis
A coding framework was developed for school interview data and DEECD INP staff interview data. Codes were based on questions used in the interview schedules. Additional codes such as key enablers and challenges were inductively extracted from the interview data. As much as possible, similar themes between INP and school staff interviews were categorised using the same codes. For example, key enablers and challenges that schools experienced when implementing their projects were similarly coded for INP staff’s perceptions of key enablers and challenges for schools. The coded interview data was then clustered into themes using thematic analysis by noting similarities and differences across interviews. Focus group interviews were further analysed by noting similarities and differences in opinion amongst the participants.
ICU Surveys

Survey development

Based on a preliminary search and review of assessment tools (Fantini, 2006; Peng, Lu, & Wang, 2009; Scarino, 2008; Sinicrope, et al., 2007), there were no validated surveys that specifically measured ICU for students in primary and secondary schools. Subsequently, after a comprehensive review of the ICU literature in schools, our initial findings were confirmed by the scarcity of validated questionnaires relating to ICU that focused on children and young people.

As a result, we adapted items from other surveys and designed additional questions based on ICU theoretical literature to develop student and teacher surveys for the field trial. The ICU student survey has two versions, one for primary school students (Grades 3-6) and one for secondary school students (Years 7-12).

A total of 19 of the 26 schools used the student and/or teacher surveys to collect baseline data before their projects were implemented. The student surveys were only administered to the students who participated in the field trial project to provide baseline data for the evaluation. Eight primary schools and 8 secondary schools collected student baseline data. Of ten schools completing staff pre-surveys, three schools collected only teacher baseline data but not student survey data. In addition, 8 of the 16 schools administered post-surveys to students and 2 of the 10 schools administered post-surveys to staff. One school used project specific surveys developed by the evaluation team that contained similar questions to the standard survey. Due to the differences between the adapted survey and the standard ICU survey, the data from the adapted survey has not been included in the overall survey analysis. Survey data from the schools covered mainly Grades 3-6, Years 7-9 and Year 11. There were a small number of Year 10 and VCAL students that completed the survey.

The survey items measured intercultural understanding using seven key constructs. These were openness to cultural diversity, adaptability/flexibility, reflexivity (meta-cognition), empathy, perspective-taking, intergroup skills and conflict resolution. These constructs were drawn from a review of ICU literature (Sinicrope, et al., 2007) and a review of critical multicultural education (Zirkel, 2008). Student and teacher ICU surveys are included in Appendix E.

Methods

Rates of Attrition

Rates of attrition were calculated for each sample, focusing on overall participation, as well as change in the profile of samples regarding gender, grade level (for students) and country of birth.

Staff

Amongst staff there was an 80% drop in sample size, with 258 participants across 10 schools at the outset of the field trial and 51 participants across two schools at the end of the field trial. Of the two schools that provided pre and post-data, rates of attrition were very low, with School 8 having only three fewer participants (an 19% attrition rate) and school 17 having only two fewer participants (a 5% attrition rate) in post-project samples. While the samples at both schools were largely the same pre and post-project, School 8 did see a notable change in its gender profile, with a higher prevalence of males among
pre-project participants. The profile of School 8 by country of birth also changed somewhat, with the ratio of Australian-born to migrant participants doubling from 2.75:1 in the pre-intervention sample to 5.5:1 in the post-intervention sample. Having only a 5% rate of attrition, changes to the profile of the staff sample for School 17 were negligible.

Primary Students
Amongst primary students there was a 46% drop in sample size, with 744 participants across seven schools participating at the outset of the field trial and 399 participants across four schools at the end of the field trial. In terms of both gender and country of birth there was no significant difference between the profile of pre and post-project participants. However, there was a significant change in the year-level profile of the sample (p<.05), wherein the post-project sample featured a greater portion of Year 4 students than the pre-project sample, as well as a smaller portion of sixth graders.

Secondary Students
For secondary students there was a 56% drop in sample size, with 343 participants across nine schools participating at the outset of the field trial and 194 participants across four schools at the end of the field trial. There was no significant change in the profile regarding country of birth of participants. However, there was a marginally significant change in the sample profile by gender (p=.07), with the post-project sample having a higher proportion of male participants. There was also a significant change by year level (p<.001), with a greater portion of students in years 7, 8 and 9, as well as a lower portion of year 11 students among participants at the outset of the trial.

Item Manipulation
Where necessary, items were reverse-coded so that higher scores on any particular item represented a more ‘positive’ outcome. Accordingly, an increase in mean scores was broadly comparable to a success of the intervention towards its goals.

Analysis
Independent sample t-tests were then used to explore differences in mean scores pre- and post-project across individual items within each setting with significant differences (p <.05) discussed.
Appendix C – Literature review methods

Selection criteria

The following selection criteria were used to determine studies to include for data extraction and analysis:

- **Settings**: Studies conducted in primary and secondary school settings. This excluded other settings such as pre-school and tertiary education and other sectors such as workplaces or public institutions.
- **Publications**: Published literature included articles in peer reviewed journals or books as well as grey literature including PhD and Masters theses, government reports, research reports and conference papers.
- **Language**: Only literature written in English was included.
- **Geography**: Studies conducted internationally and in Australia were included.
- **Date range**: Published literature dated from 2000 to the last search in September 2011 was included.
- **Research focus**: Studies explicitly examining school-based teaching and learning practice to improve students’ ICU were included. Studies that focused on pre-service teachers or teacher training were noted but not included for data extraction.
- **Research aims**: Studies that answered the primary and secondary research questions for the overall field trial were included.
- **Study designs**: Descriptive and intervention studies using qualitative, quantitative and mixed methods were included.

Critical appraisal

**Methods**

The 70 selected publications from the literature review were further assessed for research quality and rigour using CASP critical appraisal criteria (CASP UK). Most were qualitative studies (n=37) and descriptive studies using surveys (n=12) or both qualitative and quantitative methods (n=14). There were 7 studies that provided broad descriptions of the research but did not clearly specify research methods. As a result, CASP criteria was used to assess the studies’ overall research design, including whether there was a clear research question, methodological rigour, appropriate participant selection and sample size, and analytical rigour.

**Results**

The quality of the 70 studies varied greatly in terms of methodological rigour. Many studies seemed to provide promising results but key aspects of the research design such as information about the participants, the methods used for data analysis, or the measures used to assess changes were not always clearly articulated. This made it difficult to assess the quality of the research findings. While the studies provided insight into school-based approaches for promoting ICU, the findings were often limited in terms of their applicability and transferability to similar or broader contexts.
**Participant selection**

The majority of studies tended to focus on a single classroom, program or school. This had an impact on the participant sample. Some studies included an appropriate sample size in relation to their research aims and methods. Others that used surveys as a primary method were unable to draw strong conclusions about their findings because their sample size was either not large enough to infer statistical significance or were not representative for generalising at a population level. For those that used interviews, it was not always clear whether their sampling methods were sufficient enough to minimise bias or if they were able to reach saturation for in-depth qualitative analysis.

One of the issues in school-based research is that it is difficult to use randomised sampling methods or to have control groups the restriction of make. Furthermore, it is difficult to argue that only a select proportion of students will have the opportunity to participate in a school or classroom based program. There were six case-control studies but only one study had used randomisation in the participant selection strategy. Even then, only different classrooms were randomly assigned to control groups rather than randomly selecting individual students (Connolly & Hosken, 2006).

**Theoretical approaches and data analysis**

The studies that specified theoretical approaches drew broadly on critical multicultural education literature and intergroup contact theory (Allport, 1954; Banks & Banks, 2004; Pettigrew & Tropp, 2006; Sleeter, 1993; Sleeter & Grant, 2009). Generally, this was a key strength of most of the studies. Only a few studies did not specify a particular theoretical approach or did not provide contextual evidence in the reference list (n=8).

Interview data was mainly processed using thematic analysis and content analysis (n=15). However, there were only a few high quality studies that explicitly outlined how they used these qualitative methods. There was a high proportion of studies that conducted interviews or used other methods that did not clearly articulate how the data was analysed (n=21). Therefore, due to a lack of clarity around the rigour of the data analysis, it was sometimes difficult to know how to interpret the results.

Survey data from before and after studies was mainly analysed using t-tests/paired t-tests and ANOVA (n=4), only t-tests (n=1) or only ANOVA/ANCOVA (n=4). Three of the five studies that used t-tests noted that a limitation of their study was that their sample size was either too small or not diverse enough to be representative. There were two studies that did an exploratory factor analysis of the surveys they used.

**Procedure for assessing inter-rater reliability of included publications**

**Stage 1: Title and abstract screening procedure**

At the initial retrieval stage, 3,563 titles and abstracts were evaluated for inclusion by the first reviewer. Later, 10% of all titles and abstracts were divided among two additional reviewers and evaluated for inclusion. Any discrepancies in agreement for inclusion were discussed amongst the reviewers and assessed based on the selection criteria. From this process, 192 references were selected by the first reviewer with an additional 9 references from the two other reviewers. The full text of these references was further assessed at Stage 2.
Stage 2: Full text screening procedure

After the title and abstract screening, the second stage was to evaluate the full-text versions to be considered for Stage 3 data extraction. The first reviewer selected 70 of the 192 full-text references for final data extraction. Later, 10% of the full-text references were divided among the same two additional reviewers and evaluated. There were no discrepancies between the references chosen by the first reviewer and the additional reviewers. Of the additional 9 references screened in Stage 1, 6 references met the selection criteria and were included for final data extraction in Stage 3.

Stage 3: Data extraction and coding procedure

Coding of the included 70 studies was conducted by the first reviewer. The studies were coded into the following categories:

- Author
- Year of publication
- Publication type
- Study location
- Education setting
- Study aims
- Study design
- Methods or measures used to assess ICU
- Theoretical approach/model of ICU
- Participant groups
- Participant sample size
- Study population(s) characteristics following PROGRESS-PLUS which were limited to:
  - Age
  - Gender
  - Race/ethnicity/nationality
  - Socio-economic status
  - Outcomes examined in the research
  - Major findings
  - Recommendations
  - Study quality/Critical appraisal

Google Scholar was searched from 1980-1999 to account for any key publications such as reviews of ICU studies that might have been overlooked because of the selection criterion for year of publication, 2000-2011. All of the following keywords were searched and needed to be found in each search result: intercultural understanding, school, student. The subject area search was limited to ‘Social Sciences, Arts, and Humanities’. These search limitations were used to increase the chance that search results would be relevant. There were 713 hits. There were seven articles that were specific to ICU in schools. However, they did not provide further examples of ICU interventions. There were four articles that discussed ICU in relation to policy, two that made connections between IB schools and ICU and one that was a meta-review of the effectiveness of role-playing and anti-racist teaching strategies to reduce prejudice. While these articles did not meet the selection criteria, they provided important theoretical and practical insights that contributed to the development of the field trial protocol.
criteria for a school-based ICU intervention, they were included along with other theoretical articles to inform the context of the report.

Appendix D – LEAD School-based audit tool

School-based audit tool

Assessing current school policies, procedures and practices that support diversity and address race-based discrimination
Teneha Greco, Yin Paradies and Naomi Priest
Onemda Unit and McCaughey Centre, School of Population Health, University of Melbourne

This tool has been adapted from one of the same name being utilised in the Localities Embracing and Accepting Diversity (LEAD) program. The authors acknowledge funding support from the Victorian Health Promotion Foundation (VicHealth) and the contribution of staff from the City of Whittlesea and Greater Shepparton City Council in the development of this tool.

Introduction

The new Australian curriculum currently being developed espouses a specific focus on promoting intercultural understandings, enabling students to respect and appreciate their own and others cultures and to relate appropriately to those from other cultural backgrounds (National Curriculum Board, 2009). Intercultural understanding is a capability with which students attain knowledge and understanding of their own and other cultures, and with these insights are then able to engage effectively with people from varied cultural backgrounds. Intercultural understanding encompasses student attitudes towards, and understanding of, diversity and inclusiveness in their interactions with other students and their local communities as well as an outward focus on the global community, requiring schools and students to engage across cultures, negotiating differences and forming positive relationships.

Addressing racism and supporting cultural diversity are two important aspects of intercultural understanding. In Victoria, the need to address racism, stereotyping and other forms of prejudice is supported by the Education for Global and Multicultural Citizenship strategy as well as by Indigenous specific policies (Department of Education and Early Childhood Development, 2009; Victorian Government, 2010). Recent research identifies Australian schools as a key setting for race-based discrimination, particularly for children and young people from Indigenous (Lester, 2000; Mansouri, Jenkins, Morgan, & Taouk, 2009) and migrant and refugee backgrounds (Mansouri, et al., 2009; Refugee Health Research Centre, 2007). This is particularly concerning given evidence indicating such experiences impact negatively on education, social and health outcomes for those from minority groups during childhood, adolescence and in adulthood (Gallaher et al., 2009; Larson, Gillies, Howard, & Coffin, 2007; Lester, 2000; Mellor, 2003; Pachter & Garcia Coll, 2009; Paradies et al., 2009; Paradies, Harris, & Anderson, 2008; Sanders-Phillips, 2009; Wong, Eccles, & Sumeroff, 2003). Addressing race-based discrimination within schools is thus critical.

Commitments for schools to be free of racially or ethnically based discrimination have been made and recently reinforced by the peak national ministerial council on education (Ministerial Council on Education Employment Training and Youth Affairs, 1999, 2008). There is increasing recognition that school-based anti-racism efforts have strong potential to reduce race-based discrimination and to promote diversity and inclusion (Buhin & Vera, 2008;
Craven, 1999; Milojevic, Luke, Luke, Mills, & Land, 2001; Paradies, 2007; A. Pedersen & Barlow, 2008). This rationale is based on a number of factors:

• childhood and adolescence are times of substantial cognitive, social and emotional skill development and so provide a unique opportunity to influence and modify racial attitudes and behaviours (Aboud & Levy, 2000)
• children and young people spend a significant proportion of their daily lives at school (Buhin & Vera, 2008)
• schools are important contexts for shaping social norms (World Health Organization, 1996, 2003)
• school-based strategies have high potential to target large numbers of children and young people with consequent potential for population level change and for evaluation and modification of intervention strategies (Aboud & Levy, 2000)
• schools are well suited to multi-level and reinforcing interventions, which have a greater likelihood of producing sustainable outcomes (World Health Organization, 1996, 2003)
• school-based anti-racism interventions can influence other priority policy areas such as increasing school retention rates and improving educational achievement (Paradies, et al., 2009).

Which schools should conduct an audit?

Although there are specific sections that will only be relevant to some schools, the audit tool can be used by any and all schools. It is about being proactive and conducting such an audit does not signify a particular lack of support for diversity or high levels of racism at a school. Using the audit tool is a way of building upon the positive processes and practices that schools are already undertaking and/or considering to support diversity and anti-racism.

Purpose of the school-based audit tool

This audit tool can be used to conduct an assessment of current school procedures, practices, and policies that support diversity and address race-based discrimination. This tool is intended to provide a picture of what the school is currently doing and to identify strengths and areas for improvement. The process of undertaking an audit is a statement to the school community that the school is committed to addressing race-based discrimination and that it both values and is actively committed to supporting diversity. This audit tool should be used as an assessment guide, rather than a measure of individual or organisational performance.

How to conduct the audit

The following audit tool is divided into four parts (Sections 1-4). It is advised that all schools complete at least Sections 1 and 2 of the audit tool. If schools have students from ethnically diverse backgrounds, it is recommended that Section 3 also be completed. Examination of CASES data may be a useful first step prior to commencing the audit to determine if Section 3 should be completed. If schools have policies relating to race-based discrimination and cultural diversity, it is ideal that all Sections (1-4) of the audit be completed.
How long does the school-based audit take?
The time required to use the audit tool is yet to be determined and the completion time will vary depending on the number of sections of the audit tool that are to be completed.

Instructions
After reading each question please place a tick in the response box (‘Yes’ or ‘No’) that most reflects your answer. For the next column, list any supporting documents against each item, such as policies, procedure(s), publications or website materials (citing document name and location, website link etc.) These documents can be attached or saved in an electronic file with the final version of the Audit Tool. In the final column, include recommendations for further action. Note the priority for action on each item (from 1 being the lowest to 5 being the highest) or N/A if not applicable. At the end of each section, there is also space to provide additional comments, reflections or recommendations.

The following table provides an outline of each Section of the Audit Tool, to assist schools in choosing the section that is most relevant to them

Table 17: Outline of LEAD Audit Tool

<table>
<thead>
<tr>
<th>LEAD Audit Tool sections</th>
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</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Assessing current school practice and procedures that support and promote diversity</td>
<td></td>
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<tr>
<td>Section 1</td>
<td>assesses school practices and procedures relevant to addressing race-based discrimination and to supporting cultural diversity, providing an indication as to the strengths and areas for improvement in regards to such practice.</td>
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<tr>
<td>Section 2</td>
<td>Monitoring and reporting incidents of race-based discrimination and student academic performance</td>
<td></td>
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<tr>
<td>Section 2</td>
<td>assesses current school practice for monitoring and reporting incidents of race-based discrimination as well as monitoring and reporting of student academic performance by ethnic background.</td>
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<tr>
<td>Section 3</td>
<td>Supporting the diverse needs of ethnically diverse students</td>
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<tr>
<td>Section 3</td>
<td>provides an assessment of school practices and procedures relevant to supporting the diverse needs of students, including those who are ethnically diverse, and the level of engagement and collaboration with parents and other relevant external agencies.</td>
<td>Please note: This section is only relevant to schools with students from ethnically diverse backgrounds.</td>
</tr>
<tr>
<td>Section 4</td>
<td>School policy for preventing and addressing race-based discrimination and supporting ethnic and cultural diversity</td>
<td>Please note: This section is only relevant to schools which have such policies which aim to prevent and/or address race-based discrimination and support cultural diversity.</td>
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</tbody>
</table>

Glossary of terms

An Aboriginal and/or Torres Strait Islander person: This term is used to refer to a person who is:

- is a descendent of the First Peoples of Australia
- identifies as an Aboriginal and/or Torres Strait Islander person
- is accepted by the community in which they live as an Aboriginal and/or Torres Strait Islander person.

Ethnic Diversity or Ethnically Diverse is used to refer to racial, ethnic, cultural, religious and/or linguistic diversity.
Race-based discrimination behaviours or practices that result in avoidable and unfair inequalities across groups in society based on race, ethnicity, culture or religion (Paradies, et al., 2009).

Direct discrimination: Unequal treatment that results in unequal power, resources or opportunities across different groups (Paradies, et al., 2009)

Indirect discrimination: Equal treatment that results in unequal power, resources or opportunities across different groups (Paradies, et al., 2009)

Racism: a phenomenon that results in avoidable and unfair inequalities in power, resources or opportunities across groups in society, based on race, ethnicity, culture or religion. Racism can be expressed through beliefs, prejudices or behaviours/practices. Racism is about unfair actions, regardless of whether these action are intended or not (Paradies, 2006).

Internalised race-based discrimination: when an individual accepts attitudes, beliefs or ideologies about the superiority of other groups and/or the inferiority of their own racial, ethnic, cultural or religious group (Paradies, et al., 2009)

Interpersonal race-based discrimination: interactions between people that result in avoidable and unfair inequalities across different racial, ethnic, cultural or religious groups (Paradies, et al., 2009)

Institutional/systemic race-based discrimination: requirements, conditions, practices, policies or processes that result in avoidable and unfair inequalities across different racial, ethnic, cultural or religious groups (Paradies, et al., 2009)

Anti-racism/anti-discrimination: behaviours or practices that attempt to address race-based inequities and create equal power, resources or opportunities across different groups.

Please note: In the following audit, the term ‘ethnic diversity or ethnically diverse’ is inclusive of Aboriginal and/or Torres Strait Islanders, as well as people of other racial, ethnic, cultural, religious and/or linguistically diverse backgrounds. However, when using the term Aboriginal and/or Torres Strait Islander this term is specifically referring to persons who identify as First Australians, are descendants of the First Peoples of Australia, and are accepted as such by the community in which they live.
Table 18: Section 1: Assessing current school practice and procedures that support and promote diversity

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Supporting Documents, Processes and/or Programs (Please list)</th>
<th>Working Well (Where do we want to be)</th>
<th>Even better if... (Where do we want to be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school collect background information, at enrolment, about new students? E.g. to identify student’s country of origin, students from Aboriginal and/or Torres Strait Islander backgrounds, student’s education history, visa category.</td>
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<td>Priority</td>
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<td>1 2 3 4 5 N/A</td>
<td>Low.......................................High</td>
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<td>2. Does the school provide the following types of staff training:</td>
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<td>Priority</td>
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<tr>
<td>a) Training which provides information about other cultures, including information aimed at countering stereotypes and which aims to improve participants’ communication and interaction with people from various ethnic backgrounds (e.g. ERIS, All of Us)</td>
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<td></td>
<td>1 2 3 4 5 N/A</td>
<td>Low.......................................High</td>
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<tr>
<td>b) Training which aims to increase participant’s awareness of their own attitudes and beliefs, the issue of race-based discrimination in society and what can be done to address it (e.g. ERIS, All of Us)</td>
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<td></td>
<td>1 2 3 4 5 N/A</td>
<td>Low.......................................High</td>
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<tr>
<td>c) Professional development for school personnel who teach curriculum related to ethnically diverse groups (e.g. Aboriginal and/or Torres Strait Islander people and refugees) and cultural diversity</td>
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<td></td>
<td>1 2 3 4 5 N/A</td>
<td>Low.......................................High</td>
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<td>d) Access to resources, and/or training, informing them of the appropriate terminology to use when interacting with, and teaching about, Aboriginal and/or Torres Strait Islander people (e.g. Communicating positivity- A Guide to Appropriate Aboriginal Terminology resource)</td>
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<td>1 2 3 4 5 N/A</td>
<td>Low.......................................High</td>
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<td>3. If the school does provide staff training, please specify for each training:</td>
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<td>Priority</td>
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<td>a) To whom is the training provided? E.g. teachers; new staff; all school staff, including administration staff</td>
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<td>1 2 3 4 5 N/A</td>
<td>Low.......................................High</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well (Where do we want to be)</td>
<td>Even better if...</td>
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<tr>
<td>4. Have curriculum resources been evaluated to ensure they do not contain stereotypes, prejudices and generalisations about ethnically diverse groups?</td>
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<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<td>5. Does the school curriculum actively:</td>
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<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<tr>
<td>a) Discuss, challenge and counter race-based discrimination, prejudice, bias, and stereotypes?</td>
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<tr>
<td>b) Promote understanding of the impacts of race-based discrimination and stereotyping?</td>
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<tr>
<td>6. Does the school curriculum provide opportunities for students to:</td>
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<td></td>
<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<tr>
<td>a) Learn about and take the perspective of ethnically diverse people?</td>
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<td>b) Promote understanding of diversity? i.e. highlight people of various ethnic backgrounds are similar as well as unique/different</td>
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<tr>
<td>7. Does the school curriculum include Australia’s Aboriginal and/or Torres Strait Islander and multicultural history?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<td>8. Does the school curriculum provide opportunities for students to learn conflict resolution skills?</td>
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<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<td>9. Does the school curriculum include cooperative learning techniques and approaches focused on promoting interaction between ethnically diverse students and/or intercultural understanding more generally?</td>
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<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<td>10. Do curriculum resources show the contributions of all cultures and societies to human achievement, for example technology, literature/art/dance/music?</td>
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<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<td>11. Does the school provide students with the opportunity to learn languages other than English? If you answered yes:</td>
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<td></td>
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<td>Priority 1 2 3 4 5 N/A Low… High</td>
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<tr>
<td>a) What languages are offered?</td>
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<td>b) What form of language is offered?</td>
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<td>c) Why are the particular languages on offer (e.g. offered for historical reasons, due to sister/sponsor school relationships, etc)</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well</td>
<td>Even better if... (Where do we want to be)</td>
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<tr>
<td>12. Are curriculum resources about ethnically diverse people contemporary?</td>
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</tr>
<tr>
<td>13. Does the school undertake any explicitly ‘anti’ race-based discrimination activities/strategies? E.g. activities based on the anti-racism education approach that teach about historical and contemporary racism, prejudice and stereotyping; factors underpinning and perpetuating race-based inequalities; the consequences of such inequalities; and how racism can be confronted.</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………..High</td>
</tr>
<tr>
<td>For more information on anti-racism education approaches refer to p. 22 of Greco, Priest and Paradies (2010). Review of strategies and resources to address race-based discrimination and support diversity in schools (Greco, Priest, &amp; Paradies, 2010).</td>
<td></td>
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<tr>
<td>14. Does the school have a mentoring, peer support, ‘buddy’ or mediation scheme to support individual students at risk of exclusion or under-achievement?</td>
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<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………..High</td>
</tr>
<tr>
<td>15. Do school staff use criteria and/or consult with Aboriginal and/or Torres Strait Islander community organisations and members when selecting Aboriginal and/or Torres Strait Islander books/teaching resources, to ensure that they are accurate, not racist or stereotypical, and portray Aboriginal and/or Torres Strait Islander Australians in positive roles?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………..High</td>
</tr>
<tr>
<td>16. Do songs, toys, games, books, posters, films, photos, etc. represent a diverse range of people and cultures, including Aboriginal and/or Torres Strait Islander people?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………..High</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well (Where do we want to be)</td>
<td>Even better if...</td>
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<tr>
<td>17. Does the school &lt;br&gt;a) Celebrate or acknowledge significant cultural and religious occasions or key cultural or religious holidays? &lt;br&gt;b) Participate in community festivals and events such as Harmony Day, Reconciliation and NAIDOC Week, Sorry Day, and Asia in Schools Week?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>18. Does the school have visual displays (e.g. posters or exhibitions) that portray positive images of ethnically diverse people and convey diverse cultures, lifestyles, historical experiences and individual achievements?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>19. Does the school regularly monitor common areas, such as notice-boards, toilets etc. to detect and remove offensive graffiti?</td>
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<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>20. Is respect shown to Aboriginal and/or Torres Strait Islander peoples through: &lt;br&gt;a) Flying the Aboriginal and Torres Strait Islander flags (if so are they displayed at all times or only at certain times)? &lt;br&gt;b) Including a welcome to country or acknowledgement of country at public events? &lt;br&gt;c) Consulting with local Aboriginal and/or Torres Strait Islander communities in relation to culturally appropriate programs and practices? &lt;br&gt;d) Is an acknowledgement of the traditional owners of the land displayed at the school?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>21. Does the school have a policy on ethnic/cultural diversity?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>22. Does the school encourage pupil involvement in regular discussions about the school’s Code of Conduct / Behaviour Policy and what should be in it, particularly in relation to Intercultural Understanding?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>23. Does the school keep a record of the ethnic groups involved in racial-discrimination and note any action(s) taken?</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low………………………… High</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well</td>
<td>Even better if... (Where do we want to be)</td>
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<tr>
<td>24. Does the school have procedures in place for offering immediate support to the target or victim and informing their parents or carers?</td>
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<td>Priority 1 2 3 4 5 N/A Low..................High</td>
</tr>
<tr>
<td>25. Does the school have procedures in place for discouraging, counselling and/or re-educating perpetrators and informing their parents and carers?</td>
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<td>Priority 1 2 3 4 5 N/A Low..................High</td>
</tr>
<tr>
<td>26. Does the school include details of the grievance or complaints procedures in information to parents and actively consult them in the development of such procedures?</td>
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<td>Priority 1 2 3 4 5 N/A Low..................High</td>
</tr>
</tbody>
</table>

Table 19: Section 2: Monitoring and reporting incidents of race-based discrimination and student academic performance

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Supporting Documents, Processes and/or Programs (Please list)</th>
<th>Working Well (Where do we want to be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are incidents (e.g. verbal abuse, physical assault) examined to determine if they are incidents of race-based discrimination; how, and by whom, is this done? E.g. teacher decision, student-report, and/or pre-determined criteria within school policy or procedure</td>
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<td>Priority 1 2 3 4 5 N/A Low</td>
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<tr>
<td>2. Are incidents of physical assault investigated to ascertain their underpinnings? (In particular, to ascertain whether the physical altercation occurred in retaliation to experiencing race-based discrimination or whether the incident was racially motivated)</td>
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<td>Priority 1 2 3 4 5 N/A Low</td>
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<tr>
<td>3. Is student performance/student learning outcomes recorded according to ethnic background? If so, at what intervals (e.g. monthly, yearly, sporadically)? *Please note: Some may question whether such data collection is a breach of privacy policies and guidelines. However, it is considered appropriate to collect this data as long as individual student confidentiality is maintained.</td>
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<td>Priority 1 2 3 4 5 N/A Low</td>
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<tr>
<td>4. Are student retention rates monitored according to ethnic background?</td>
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<td>Priority 1 2 3 4 5 N/A Low</td>
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<tr>
<td>5. If student performance is monitored, is this information currently used and for what purpose?</td>
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<td>Priority 1 2 3 4 5 N/A Low</td>
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</tbody>
</table>

Table 20: Section 3: Supporting the diverse needs of ethnically diverse students
This section may only be relevant to schools with student populations that are ethnically diverse.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Supporting Documents, Processes and/or Programs (Please list)</th>
<th>Working Well</th>
<th>Even better if... (Where do we want to be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school provide the following types of staff training:</td>
<td></td>
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<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A High</td>
</tr>
<tr>
<td>a) Training to assist staff in understanding the experiences of ethnically diverse students (e.g., experiences of refugee students), issues that may be effecting such students, and their needs (e.g. ‘School's in for Refugees’ run by Foundation House)</td>
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<tr>
<td>b) Professional development to assist in supporting ethnically diverse students (e.g., training in implementing supportive classroom strategies, Foundation House training)</td>
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<td>c) Professional learning to support improved practice in English as a Second Language (ESL)</td>
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<td>d) Training in working with interpreters</td>
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<td>e) Other types of training (please specify the content of this training)</td>
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<tr>
<td>2. If the school does provide staff training, please specify for each training:</td>
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<td>Priority 1 2 3 4 5 N/A High</td>
</tr>
<tr>
<td>a) To whom is the training provided? E.g., teachers; new staff; all school staff, including administration staff</td>
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<td>b) Is it provided on a continuous or 'one-off' basis?</td>
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<td>c) Is it compulsory or optional?</td>
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</table>
| Question                                                                 | Yes | No | Supporting Documents, Processes and/or Programs (Please list) | Working Well (Where do we want to be) | Even better if...  
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<tbody>
<tr>
<td>3. If your school collects information about student’s cultural background at enrolment (see Question 1, Section 1):</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>a) Does the school enable relevant teaching staff to access this information (background information about ethnically diverse students, information from feeder schools and ELS/Cs) so they may be better informed about the needs and issues of students?</td>
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<td></td>
<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>b) When are teaching staff expected to access this information? How is this expected to occur?</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>4. Does the school have Multicultural Education Aides (MEAs) on staff?</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>5. Does the school utilise MEAs to support and inform staff about refugee and migrant issues including country/ culture-specific information?</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>6. Does the school have signs and notices (e.g. directions, fire regulations, Health and Safety instructions) in the languages of the school community members, where required?</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>7. Are staff, students and their families supported to express and share their ethnic, cultural and linguistic backgrounds? E.g. Are staff and parents from ethnically diverse given opportunities to talk to students about their country of origin; are there school activities which enable staff and students to express their cultural background (e.g. making flags, sharing of items from their cultural heritage)</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>8. Does the school organise activities to celebrate the cultural diversity of the student population? E.g. Has the school celebrated diversity through artistic or creative displays such as a mural, community project etc.</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………High</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well (Where do we want to be)</td>
<td>Even better if... (Where do we want to be)</td>
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</tr>
<tr>
<td>9. Does the school currently run any activities/programs (such as Enhancing relationships in school communities; Klassroom Kaleidoscope; Building Bridges Creating a Culture of Diversity) with the explicit aim of enhancing the social connectedness and wellbeing of ethnically diverse students and promoting positive relationship between students of various ethnic backgrounds?</td>
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<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>10. What administrative supports additional to usual student wellbeing are there in the school to support ethnically diverse students? E.g. a committee in the school specifically with input into sourcing and developing curriculum materials and teaching resources related to ethnically diverse people and issues</td>
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<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>11. Does the school have a suitable space(s) for all students, such as those of varying faiths or religions, for quiet prayer or contemplation?</td>
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<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>12. If the school has a food canteen, does it offer culturally appropriate food? For example, halal, kosher, and vegetarian food.</td>
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<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>13. Does the school uniform code take into account possible clothing requirement for people of various faiths or religions? E.g. Does it allow people to wear a hijab? Do sporting clothes requirements allow people to cover up in accordance with their beliefs?</td>
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<td></td>
<td></td>
<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>14. To what extent are student representative bodies, such as the student council, reflective of the ethnic diversity of the school community?</td>
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<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>15. Does the school maintain an up-to-date database of appropriate support and referral agencies for ethnically diverse people, with adequate contact details?</td>
<td></td>
<td></td>
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<td>Priority 1 2 3 4 5 N/A</td>
<td>Low……………………………High</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well</td>
<td>Even better if... (Where do we want to be)</td>
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<tr>
<td>16. Does the school seek information from ethnically diverse-related services and relevant community members (e.g. such as elders, community leaders) about the needs of Aboriginal and/or Torres Strait Islander and ethnically diverse students and their families and the resources available to them in the community?</td>
<td></td>
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<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>17. Are school personnel able to identify ethnically diverse students who should be referred to community service agencies? e.g. Are school staff able to recognise when a refugee student is showing signs of needing counselling and support.</td>
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<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>18. Does the school try to ensure that all parents, including those who are ethnically diverse, are made to feel welcome and included in the school community and to form and build partnerships between parents and the school? If so, how?</td>
<td></td>
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<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>19. Does the school actively encourage interaction between all parents/guardians, including those who are ethnically diverse, such as through the provision of activities: events or programs (e.g. parent afternoon tea, cross-cultural parent cooking classes)?</td>
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<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
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<tr>
<td>20. How does the school communicate with parents from ethnically diverse backgrounds? For example, is communication made through multilingual school newspapers, letters, phone calls, face to face meetings?</td>
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<td></td>
<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>21. Do parents, including those who are ethnically diverse, understand their role, rights and responsibilities in supporting their child/children and the school?</td>
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<td></td>
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<td></td>
<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>22. Does the school collaborate with parents and the community to counter race-based discrimination? If so, how?</td>
<td></td>
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<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>23. Does the school EO/AR policy explicitly promote friendship, co-operation and mutual understanding between students from various ethnic, social or religious backgrounds?</td>
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<td>Priority 1 2 3 4 5 N/A Low..........................High</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Supporting Documents, Processes and/or Programs (Please list)</td>
<td>Working Well</td>
<td>Even better if... (Where do we want to be)</td>
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(Adapted from: Department of Education and Children’s Services, 2007; Department of Education and Training, et al., 2009; Department of the Premier and Cabinet, 2006; Victorian Foundation for Survivors of Torture, 2004; Victorian Government Department of Human Services, 2005)
### Table 21: Section 4: Assessing school policy (e.g. equal opportunities (EO), anti-racism (AR) or multicultural policies)

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commit staff to delivering a curriculum that raises students’ awareness of cultural, social, historical and political issues and encourages positive attitudes towards difference and diversity?</td>
</tr>
<tr>
<td>2. Commit the school to pupil surveys, consultation with parents or other consultative mechanisms to help highlight concerns or issues with school practice?</td>
</tr>
<tr>
<td>3. Clearly and explicitly outline school community member’s rights and responsibilities in this area?</td>
</tr>
<tr>
<td>4. Seen as realistic and achievable by staff, parents and students?</td>
</tr>
<tr>
<td>5. Linked to an achievable action plan that clearly identifies who is responsible for each task or objective?</td>
</tr>
<tr>
<td>6. Does the school have a school-wide working party or focus group responsible for operationalising the EO/AR policy?</td>
</tr>
<tr>
<td>7. Does the policy actively inform planning, monitoring and self-assessment activities relating to school practice in terms of addressing race-based discrimination and supporting cultural diversity?</td>
</tr>
</tbody>
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<th>Question</th>
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<tbody>
<tr>
<td>Support Documents, Processes and/or Programs (Please list)</td>
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<td>Working Well (Where do we want to be)</td>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Supporting Documents, Processes and/or Programs (Please list)</th>
<th>Working Well (Where do we want to be)</th>
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<tbody>
<tr>
<td>1.</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………… High</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………… High</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………… High</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………… High</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………… High</td>
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<td>Priority 1 2 3 4 5 N/A Low………………………… High</td>
</tr>
</tbody>
</table>

(Adapted from: Dadzie, 2000)
References


5. Lester, J., Evaluative research into the office of the board of studies”, Aboriginal careers aspiration program for Aboriginal students in NSW high schools. 2000: Sydney.


16. Ministerial Council on Education Employment Training and Youth Affairs, Melbourne Declaration on Educational Goals for Young


27. Greco, T., N. Priest, and Y. Paradies, Review of strategies and resources to address race-based discrimination and support diversity in schools. 2010, VicHealth: Carlton, Vic.


Appendix E – Surveys

The student and teacher surveys are listed below. For the student survey, italicised text indicates differences in the secondary student survey. Additionally, some of the survey items were used or adapted items from other surveys (Fantini, 2000; Gartland, Bond, Olsson, Buzwell, & Sawyer, 2011; Hitchcock, Prater, & Chang, 2009; Mansouri, et al., 2009; Paradies, Priest, Truong, Ferdinand, & Kelaher, 2011; Ponterotto, Utsey, & Pedersen, 2006; Spanierman et al., 2011; Van Dyne, Ang, & Koh, 2008). This has been noted next to the relevant items. Items that were adapted have been labelled with an ‘-A’ suffix. Items that were reverse coded have been labelled. For the teacher survey, bolded survey items indicate that they are also included in the student surveys.

Survey abbreviations and references

AIC Assessing Intercultural Competence (Fantini, 2000)
ARQ Adolescent Resilience Questionnaire (Gartland, et al., 2011)
CQS Cultural Intelligence Scale (Van Dyne, et al., 2008)
LEAD Localities Embracing and Accepting Diversity (Paradies, et al., 2011)
MAP Multicultural Assessment of Proficiency (Hitchcock, et al., 2009)
MTCS Multicultural Teaching Competency Scale (Spanierman, et al., 2011)
RHWYA Racism Health and Well-being of Young Australians (Mansouri, et al., 2009)
TMAS Teacher Multicultural Attitude Survey (Ponterotto, Utsey, & Pedersen, 2006)

Table 22: Primary and Secondary Student Survey Participants and Items

<table>
<thead>
<tr>
<th>Primary student survey item numbers</th>
<th>Secondary student survey number items</th>
<th>ICU Primary and Secondary Student Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>11</td>
<td>It is good for people from different cultures to be friends. LEAD</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>I am relaxed around people from different cultures. LEAD</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>When I argue with someone I try to understand their point of view. LEAD</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>Adults expect me to understand and get along with people from different cultures. LEAD</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>Teachers want us to be friends with students from different cultures. LEAD</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>It is important to me that I understand and get along with people from...</td>
</tr>
<tr>
<td>Primary student survey item numbers</td>
<td>Secondary student survey number items</td>
<td>ICU Primary and Secondary Student Survey Items</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>different cultures.</td>
</tr>
<tr>
<td>14</td>
<td>17</td>
<td>It is good that people from lots of different cultures live in Australia. RHWYA-A</td>
</tr>
<tr>
<td>15</td>
<td>18</td>
<td>Racism is a problem in my school. RHWYA</td>
</tr>
<tr>
<td>16</td>
<td>19</td>
<td>When I meet new people, I focus on how they are different to me.</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>When people move to Australia, they need to become like the Australians that are already here. (Reverse-coded)</td>
</tr>
<tr>
<td>18</td>
<td>21</td>
<td>I like learning about different cultures.</td>
</tr>
<tr>
<td>19</td>
<td>22</td>
<td>It is easy for me to make friends with people that are different to me.</td>
</tr>
<tr>
<td>20</td>
<td>23</td>
<td>I am comfortable with change.</td>
</tr>
<tr>
<td>21</td>
<td>24</td>
<td>When I meet new people, I think about (focus on) how they are the same as me.</td>
</tr>
<tr>
<td>22</td>
<td>25</td>
<td>It is good for people to learn more than one language.</td>
</tr>
<tr>
<td>23</td>
<td>26</td>
<td>It is hard to accept ideas that are different to mine. (Reverse-coded)</td>
</tr>
<tr>
<td>24</td>
<td>27</td>
<td>I like to challenge myself to try new things.</td>
</tr>
<tr>
<td>25</td>
<td>28</td>
<td>I can learn a lot of useful things from different cultures.</td>
</tr>
<tr>
<td>26</td>
<td>29</td>
<td>I can point out things that I do and say that are from my own culture.</td>
</tr>
<tr>
<td>27</td>
<td>30</td>
<td>When I meet new people, I think about how they are the same as me and also how they are different to me.</td>
</tr>
<tr>
<td>28</td>
<td>N/A</td>
<td>I know about different cultures.</td>
</tr>
<tr>
<td>29</td>
<td>33</td>
<td>I do well in new situations.</td>
</tr>
<tr>
<td>30</td>
<td>35</td>
<td>I ask questions if I want to know about people from different cultures.</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>I feel uncomfortable around people from different cultures. (Reverse-coded)</td>
</tr>
<tr>
<td>32</td>
<td>36</td>
<td>I try to understand other people before I judge them. AIC</td>
</tr>
</tbody>
</table>
### ICU Primary and Secondary Student Survey Items

<table>
<thead>
<tr>
<th>Primary student survey item numbers</th>
<th>Secondary student survey item numbers</th>
<th>ICU Primary and Secondary Student Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>37</td>
<td>I am surprised when other people think differently to me. <em>(Reverse-coded)</em></td>
</tr>
</tbody>
</table>
| 34 | 38 | I try to learn from people who do things differently to me.  
| 35 | 40 | Other people’s feelings are easy for me to understand.  
| 36 | 41 | I enjoy meeting and talking with people from different cultures.  
| 37 | 43 | I am OK with *(deal well with)* surprising things that happen.  
| 38 | 44 | When I argue with someone I try to find a way we can both get what we want.  
| N/A | 31 | I am aware of similarities and differences across cultures.  
| N/A | 34 | I can adapt my behaviour so that I get along with people from different cultures.  
| N/A | 39 | I learn from mistakes I make when interacting with people from different cultures.  
| N/A | 42 | My cultural background influences the way I talk and behave when I am with other people.  

### ICU Staff Survey Items

<table>
<thead>
<tr>
<th>ICU Staff Survey Items</th>
</tr>
</thead>
</table>
| 14 | I plan activities to celebrate diverse cultural practices in my classroom.  
| 15 | I consult regularly with other school staff to improve my teaching of intercultural understanding.  
| 16 | I integrate the experiences, values and perspectives of diverse cultures in my teaching.  
| 17 | I feel comfortable discussing issues of culture with my students.  
| 18 | I feel comfortable discussing issues of racism with my students.  
| 19 | Cultural diversity has a positive effect on Australian society.  
| 20 | *Racism is a problem in my school.*  
| 21 | *Australia is weakened by immigrants sticking to their old ways. (Reverse-coded)*  
| 22 | I have good relationships with parents from diverse cultures.  
| 23 | It is important to use a variety of strategies when teaching students from diverse cultures.  

Table 23: ICU Staff Survey Items
<table>
<thead>
<tr>
<th>ICU Staff Survey Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>It is important for me to know my students’ cultural backgrounds.</td>
</tr>
<tr>
<td>25</td>
<td>Intercultural understanding means teaching students about different cultures. (Reverse-coded)</td>
</tr>
<tr>
<td>26</td>
<td>When teaching a class from diverse cultural backgrounds, it is important to treat all students the same. (Reverse-coded)</td>
</tr>
<tr>
<td>27</td>
<td>When teaching students from diverse cultural backgrounds, some teachers may misinterpret different communication styles as behavioural problems.</td>
</tr>
<tr>
<td>28</td>
<td>I can learn a lot from students with diverse cultural backgrounds.</td>
</tr>
<tr>
<td>29</td>
<td>Most teachers already know how to teach intercultural understanding to students.</td>
</tr>
<tr>
<td>30</td>
<td>In order to be an effective teacher, one needs to be aware of cultural differences among students. TMAS-A</td>
</tr>
<tr>
<td>31</td>
<td>Learning to communicate in English is much more important for students than learning another language. (Reverse-coded) TMAS-A</td>
</tr>
<tr>
<td>32</td>
<td>Regardless of the cultural diversity at a school, it is important to foster intercultural understanding among students. TMAS-A</td>
</tr>
<tr>
<td>33</td>
<td>Fostering intercultural understanding is not important for the subject that I teach. (Reverse-coded) TMAS-A</td>
</tr>
<tr>
<td>34</td>
<td>Teaching students about cultural diversity can create conflict in the classroom. (Reverse-coded) TMAS-A</td>
</tr>
<tr>
<td>35</td>
<td>I know of teaching strategies and resources I can use to foster intercultural understanding among students. MAP-A</td>
</tr>
<tr>
<td>36</td>
<td>Intercultural understanding means learning about one’s own culture and worldview.</td>
</tr>
<tr>
<td>37</td>
<td>There are different worldviews and learning styles among various cultures. MAP-A</td>
</tr>
<tr>
<td>38</td>
<td>There is at least as much diversity within cultures as between them. MAP-A</td>
</tr>
<tr>
<td>39</td>
<td>I can identify behaviours and attitudes of my own that are particular to my culture. MAP-A</td>
</tr>
<tr>
<td>40</td>
<td>I am able to compare and contrast my own cultural perspective with another cultural perspective. MAP-A</td>
</tr>
<tr>
<td>41</td>
<td>I am comfortable with change.</td>
</tr>
<tr>
<td>42</td>
<td>I like to challenge myself to try new things.</td>
</tr>
<tr>
<td>43</td>
<td>I could deal well with the stress of adjusting to a culture that is new to me.</td>
</tr>
<tr>
<td>44</td>
<td>My cultural background influences the way I talk and behave when I am with other people.</td>
</tr>
<tr>
<td>45</td>
<td>I am aware of similarities and differences across cultures.</td>
</tr>
<tr>
<td>46</td>
<td>I can do well in new situations.</td>
</tr>
</tbody>
</table>
Appendix F – Adapted 5 Standpoints

Cultural Integration
This standpoint acknowledges that students have diverse backgrounds and aims to help students who are ‘different’ integrate into the mainstream culture of the school. This can be a useful approach to provide students with the necessary support and skills to be able to succeed in school and mainstream society. Overall, one of the criticisms of this approach is that it tends to treat diversity as a problem rather than an asset. This can lead to teachers having lower expectations of particular groups of students based on a ‘deficiency perspective, which in turn has a negative impact on students’ sense of self-worth and ability (Sleeter & Grant, 2009 p. 49). It is also often focused more on how ‘other’ students, such as immigrants, need to change rather than the attitudes and skills of all students.

Tourist
This standpoint mainly engages with different cultures by focusing on material aspects that are noticeably different to the mainstream culture. This approach introduces students to people and cultures by looking at surface level cultural content such as food, traditional clothing and major holidays. One advantage is that it takes a positive approach to cultural difference by celebrating it. It can also provide a first step toward awareness of cultural differences. However, a criticism of this kind of approach is that it can reinforce stereotypes (Sleeter & Grant, 2009 p. 105). Often this approach does not go beyond material and surface level cultural content to build more dynamic and contemporary understandings of culture among students.
Human Relations

This standpoint takes the position that in a diverse world with increasing tensions between people, students need to be able to get along with each other. The focus is on changing individuals’ negative attitudes or feelings toward people that are perceived as being different from oneself. An important first step is reducing stereotypes that people have of each other. This needs to happen alongside building a strong sense of identity and belonging within groups while also recognising and accepting the identities and cultures of other people (Sleeter & Grant, 2009 p. 88). The focus is on creating harmony within the school by valuing diversity and emphasising commonalities. One of the criticisms of this approach is that it does not critically address social inequalities and discrimination (Sleeter & Grant, 2009 p. 113).

Multicultural

This standpoint values cultural diversity for its positive contribution to society and encourages students to acquire attitudes and skills that promote respect for people from diverse cultures (Sleeter & Grant, 2009 pp. 174-175). Importantly, this standpoint recognises that all students have a culture, which includes those from the mainstream culture. Cultures are seen to shape and be shaped by particular behaviours, values, beliefs and social practices, which are learned within particular contexts such as family and school (Sleeter & Grant, 2009 p. 172). This approach looks at differences as well as commonalities within and across cultures. Students learn to reflect on their own culture in a way that develops a positive self-concept without demeaning or patronising people from different backgrounds. The focus is on cultural pluralism and seeking ways to promote equality and respect. However, as with the standpoints above this approach does not always examine social inequalities and discrimination and may take the view that cultural differences can be ‘tolerated’ as long as they do not disrupt the position of mainstream culture.

Transformative

This standpoint seeks to understand and challenge structural inequalities. It involves addressing social injustices and challenging racism, prejudice and other forms of discrimination (Sleeter & Grant, 2009 p. 197). This approach draws attention to changes that need to happen at an institutional and societal level, not just at an individual level.

For individuals, the focus is on developing skills to understand inequality and actively work to build a fairer society. Students learn to examine their own position in society and consider the ways in which their experiences have shaped their beliefs and values. This enables them to question what they perceive as ‘normal’ and helps them to understand how their culture influences the way they view the world and the way they view people from cultures different to their own. Additionally, this reflexive process involves understanding how others might perceive one’s culture, which includes how others that may not identify with the dominant culture view and experience it. It is important to this approach that students become self-aware in a positive way – simply, triggering guilt or defensiveness may in fact serve only to reinforce prejudices.

Based on this positive self-awareness, students can learn how to examine inequalities and the direct and indirect effects these have on people from different societal and cultural groups. Students learn to think reflexively and critically about their thoughts and actions in relation to other people.
Importantly, building on this knowledge and awareness, they can then learn ways of taking action to address inequalities.

Appendix G – Intercultural Understanding for Global Citizenship Framework

1. Intercultural Understanding for Global Citizenship – Whole of School Approach to Diversity (1 & 2)
2. Intercultural Understanding Curriculum Development Framework – Approach to Intercultural Understanding (1,2 & 3)
Intercultural Understanding for Global Citizenship

Whole of School Approach to Diversity

**Intent**

- **Cultural Integration:**
  - Help people assimilate into the existing social structure.

- **Tourist:**
  - Build knowledge of cultural groups identified within existing social structure.

- **Human Relations:**
  - Promote unity and acceptance within existing social structure.

- **Multicultural:**
  - Promote social equality and cultural respect.

- **Transformational:**
  - Promote action towards equality of opportunity.

**Is our intent to:**

**Whole of School Approach**

**High Expectations of All Learners**

- In a strong and cohesive learning community...

**Shared Vision & Goals**

- A strong community is identified as an intrinsic assumption based on agreement and consensus, where the prevailing approach...

**Learning Communities**

- Where all students are encouraged to aspire to a common standard of success...

- And in which students and staff are supported to work effectively within the school’s chosen approach.

**Focus on Teaching & Learning**

- Ensuring quality professional development... task design aims to assist all students to achieve common goals.

- And taking into account the needs of different cultural groups within the school.

- And promotion harmonious relationships across differences.

- And teaching and learning activities are situated within the global context.

**Department of Education and Early Childhood Development**

**Melbourne Declaration Goal 2:**

- All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

**February 2012**

**Attachment 1**
Intercultural Understanding for Global Citizenship

Whole of School Approach to Diversity

**Cultural Integration:**
- help people assimilate into the existing social structure.
- The school has a shared vision for effective teaching and learning.
  - The school ensures significant minorities are catered for.
  - Teachers identify their teaching context as primarily local, and plan to integrate students into this environment.
  - Teachers focus their teaching on the experiences of their students, ensuring that their knowledge and skills can be used in everyday life.

**Tourist:**
- build knowledge of cultural groups identified within existing social structure.
- The school identifies significant minorities from a local perspective.
  - Teachers identify their teaching context as primarily local, and plan to integrate students into this environment.
  - Teachers focus their teaching on the experiences of their students, ensuring that their knowledge and skills can be used in everyday life.

**Human Relations:**
- promote unity and acceptance in sharing social structure.
- The school identifies significant minorities from a local perspective.
  - Teachers identify their teaching context as primarily local, and plan to integrate students into this environment.
  - Teachers focus their teaching on the experiences of their students, ensuring that their knowledge and skills can be used in everyday life.

**Multicultural:**
- promote social equity and cultural responsiveness.
- The school identifies significant minorities from a local perspective.
  - Teachers identify their teaching context as primarily local, and plan to integrate students into this environment.
  - Teachers focus their teaching on the experiences of their students, ensuring that their knowledge and skills can be used in everyday life.

**Transformational:**
- promote action toward equality of opportunity.
- The school identifies significant minorities from a local perspective.
  - Teachers identify their teaching context as primarily local, and plan to integrate students into this environment.
  - Teachers focus their teaching on the experiences of their students, ensuring that their knowledge and skills can be used in everyday life.

---

Figure 25: Intercultural Understanding for Global Citizenship – Whole of School Approach to Diversity (2)
Five approaches to intercultural understanding are mapped against the draft Australian Curriculum (AC). These approaches are based on research into common standpoints on cultural diversity. When auditing the school’s curriculum both the intent of the activity and the purpose of the activity should be considered.

Intent: the state of mind with which an act is done (Standpoint from which the activity is perceived)

Purpose: the object or end to be attained (Outcome or goal of AC)

**Intercultural Understanding Curriculum Development Framework**

**Approach to Intercultural Understanding**

<table>
<thead>
<tr>
<th>Developing Cultural Understanding</th>
<th>Developing Intercultural Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Integration:</strong></td>
<td><strong>Human Relations:</strong></td>
</tr>
<tr>
<td>Knowledge:</td>
<td>Analysis:</td>
</tr>
<tr>
<td>of the mainstream culture</td>
<td>of commonalities between cultures</td>
</tr>
<tr>
<td>Understanding:</td>
<td>Application:</td>
</tr>
<tr>
<td>of “our” culture and others</td>
<td>Evaluation/Creation:</td>
</tr>
<tr>
<td></td>
<td>of various cultural exchanges and new possibilities</td>
</tr>
</tbody>
</table>

**Figure 26: Intercultural Understanding Curriculum Development Framework – Approach to Intercultural Understanding (1)**
### Intercultural Understanding Curriculum Development Framework

**Intent:**
- The state of mind with which an act is done

**Purpose:**
- Something set up as an object or end to be attained

#### General Capability

**Intercultural Understanding:**
- Dispositions
  - Empathy
  - Respect
  - Responsibility

### Approach to Intercultural Understanding

<table>
<thead>
<tr>
<th>Developing Cultural Understanding</th>
<th>Developing Intercultural Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Integration:</strong></td>
<td><strong>Tourist:</strong></td>
</tr>
<tr>
<td><strong>Knowledge:</strong></td>
<td><strong>Understanding:</strong></td>
</tr>
<tr>
<td>Knowledge of the mainstream culture</td>
<td>Understanding of “our” culture and “others”</td>
</tr>
<tr>
<td>... and imagining the perspectives and experiences of others ...</td>
<td>... and empathising with individuals from diverse groups, within and beyond the school ...</td>
</tr>
<tr>
<td>Characterised by:</td>
<td>Characterised by:</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td><strong>Application:</strong></td>
</tr>
<tr>
<td>Analysis of commonalities between cultures</td>
<td>Application of cultural understanding through interaction</td>
</tr>
<tr>
<td>... through encouraging students to see the validity of alternative points of view and to identify stereotypes ...</td>
<td>... while questioning and challenging these ...</td>
</tr>
<tr>
<td>Characterised by:</td>
<td>Characterised by:</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Evaluation/Creation:</strong></td>
<td><strong>Evaluation/Creation:</strong></td>
</tr>
<tr>
<td>Evaluation/Creation of various cultural exchanges and new possibilities</td>
<td>Evaluation/Creation of various cultural exchanges and new possibilities</td>
</tr>
</tbody>
</table>

#### Melbourne Declaration Goal 2:
- All young Australians become successful learners, confident and creative individuals, and active and informed citizens

**Figure 27:** Intercultural Understanding Curriculum Development Framework – Approach to Intercultural Understanding (2)
This example demonstrates how the curriculum component of the Intercultural Understanding Framework might be used as a planning tool.

Five alternative approaches to one teaching and learning activity are used to outline how the intent behind an activity will influence the depth or complexity of the activity and its outcome.

### Purpose of the mainstream culture

- **Knowledge:**
  - Alternative A: Students learn the language conventions of the mainstream culture...
  - Alternative B: Students learn the language conventions of the mainstream culture...
  - Alternative C: Students learn the language conventions of the mainstream culture...
  - Alternative D: Students learn the language conventions of the mainstream culture...
  - Alternative E: Students learn the language conventions of the mainstream culture...

- **Understanding:**
  - Alternative A: ... and the language conventions and significant cultural elements of other cultures...
  - Alternative B: ... and the language conventions and significant cultural elements of other cultures...
  - Alternative C: ... and the language conventions and significant cultural elements of other cultures...
  - Alternative D: ... and the language conventions and significant cultural elements of other cultures...
  - Alternative E: ... and the language conventions and significant cultural elements of other cultures...

- **Analysis:**
  - Alternative A: ... with a focus on identifying commonalities between “our” culture and “theirs”...
  - Alternative B: ... with a focus on identifying commonalities between “our” culture and “theirs”...
  - Alternative C: ... with a focus on identifying commonalities between “our” culture and “theirs”...
  - Alternative D: ... with a focus on identifying commonalities between “our” culture and “theirs”...
  - Alternative E: ... with a focus on identifying commonalities between “our” culture and “theirs”...

- **Application:**
  - Alternative A: ... and drawing on this to support collaborative interactions with students from an international sister school...
  - Alternative B: ... and drawing on this to support collaborative interactions with students from an international sister school...
  - Alternative C: ... and drawing on this to support collaborative interactions with students from an international sister school...
  - Alternative D: ... and drawing on this to support collaborative interactions with students from an international sister school...
  - Alternative E: ... and drawing on this to support collaborative interactions with students from an international sister school...

- **Evaluation/Creation:**
  - Alternative A: ... to evaluate and challenge personal perspectives and develop new paradigms.
  - Alternative B: ... to evaluate and challenge personal perspectives and develop new paradigms.
  - Alternative C: ... to evaluate and challenge personal perspectives and develop new paradigms.
  - Alternative D: ... to evaluate and challenge personal perspectives and develop new paradigms.
  - Alternative E: ... to evaluate and challenge personal perspectives and develop new paradigms.

### Figure 28: Intercultural Understanding Curriculum Development Framework – Approach to Intercultural Understanding (3)
17 August – 5 Standpoints on Cultural Diversity
The activities included:

1. Change teams mapping their projects against each of the 5 Standpoints to consider what approach they were currently taking and what their project would look like if it was approached from each of the other standpoints. Here, staff were asked to outline key behaviours and activities that characterise each standpoint.

2. Building on the first step, staff were then asked to consider key assumptions underlying the behaviours and activities for each standpoint using their project as an example.

3. Finally, taking both the behaviours and activities (what their project would look like from each standpoint) and the key assumptions underlying each standpoint, schools were asked to consider how this would look in relation to the elements of ICU that had been described in ACARA’s draft ANC. These elements included: respect, empathy, responsibility, recognising, interacting and reflecting. For example, participants reflected on the question “what would respect (or empathy, responsibility, etc.) look like from each standpoint and what are the key assumptions informing it?”. This work also helped to inform INP’s development of the Intercultural Understanding for Global Citizenship Framework. The research team worked with INP on a number of occasions to discuss theoretical content that could inform the framework, especially work around the 5 Standpoints.
12. References


