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Table 1: Intercultural Understanding learning continuum version 9.0

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| **REFLECTING ON CULTURE AND CULTURAL DIVERSITY** | | | | | | |
| **Sub-element** | **Level 1 (Foundation)** | **Level 2**  **(Years 1–2)** | **Level 3**  **(Years 3–4)** | **Level 4**  **(Years 5–6)** | **Level 5**  **(Years 7–8)** | **Level 6**  **(Years 9–10)** |
| **Reflect on the relationship between cultures and identities** | identify cultural practices that are important to themselves, family and friends, and describe what they experience | explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed | describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows | examine how beliefs, values and cultural practices convey meaning and influence people’s sense of identity and belonging | identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups | evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own |
| **Examine cultural perspectives and world views** | identify what family and friends value in familiar intercultural contexts | describe how people express agreement or disagreement about what they value within familiar intercultural contexts | compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts | examine the factors that influence cultural perspectives presented within intercultural contexts | analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts | evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views |
| **Explore the influence of cultures on interactions** | identify ways in which cultures, including their own, interact | describe how their cultural identities influence interactions with others | understand how cultural and linguistic diversity affect interactions within their community | examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building | explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions | analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration |
| **ENGAGING WITH CULTURAL AND LINGUISTIC DIVERSITY** | | | | | | |
| **Communicate responsively** | notice the use of different languages they, their family or community members use to communicate | identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups | initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond | select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding | select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups | apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected |
| **Develop multiple perspectives** | listen to, and share opinions and reflections on, familiar topics and intercultural experiences | identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives | discuss different perspectives on familiar topics and intercultural experiences, describing how people’s thinking and behaviour may be influenced by a range of factors | examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics | consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices | analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives |
| **Develop empathy** | notice their own feelings, and the feelings of others, during familiar intercultural experiences | describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences | describe how listening to, and understanding others, supports respectful intercultural experiences and interactions | examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions | use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences | analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others’ feelings, motivations and actions |

| **NAVIGATING IN INTERCULTURAL CONTEXTS** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Consider responses to intercultural contexts** | notice how they, and their family members, respond in unfamiliar intercultural contexts | describe how past intercultural experiences affect how they understand and respond to new experiences | examine the influence of past intercultural experiences on what they learn about themselves and others | explain how intercultural experiences affect what they learn about relationship-building and interactions | analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour | apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses |
| **Respond to biases, stereotypes, prejudices and discrimination** | identify examples of acceptance and inclusion within friendship groups | discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses | describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions | examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect | analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts | apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination |
| **Adapt in intercultural exchanges** | identify how people show respect in intercultural exchanges | consider different responses to intercultural exchanges, practising ways to show respect and develop empathy | use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour | modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity | modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding | apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding |