

Student Leaders for Multicultural Inclusion

Strengthening multicultural inclusion through student voice, agency and leadership





Multicultural inclusion means that all students and staff, regardless of their backgrounds, beliefs, or experiences, have a voice and are included and accepted.

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CONTENTS

For teachers and school staff: Setting the Scene	4
About this resource	4
The Student Leaders for Multicultural Inclusion initiative	5
Why strengthening multicultural inclusion in schools matters	6
For Students: Taking Action	7
Multicultural Inclusion Reflection Tool.....	8
Cultural Diversity Week.....	11
Training for school staff.....	14
Exploring culture	15
Exploring Power and intersectionality	16
Exploring What it means to be an Ally	17
Appendix one: Key resources from VCAA and the Department	18
Appendix Two: Support for connecting with families from diverse backgrounds.....	20
Acknowledgments	21



FOR TEACHERS AND SCHOOL STAFF: SETTING THE SCENE

This section is for teachers and school staff.

ABOUT THIS RESOURCE

Multicultural inclusion means that all students and staff, regardless of their backgrounds, beliefs, or experiences, have a voice and are included and accepted.

Student Leaders for Multicultural Inclusion: Strengthening multicultural inclusion through student voice, agency and leadership is intended for staff and students to use together as a collaboration tool to discuss and improve multicultural awareness and inclusion in their schools. Wherever possible students should be empowered to propose and implement initiatives, with the support of teachers, school leaders and other school staff.

It is important to take advantage of the range of perspectives and views that multiculturalism brings to school communities, particularly in the development of strategies that are responsive to any needs for inclusion. This can help to make everyone feel welcome, including both international and local students.

Uniquely, this resource was developed with significant input from student leaders across

all Victorian school sectors, as part of the Student Leaders for Multicultural Inclusion initiative. It combines students' ideas with examples of best practice and input from the Department of Education and Training Victoria (the Department), to provide practical suggestions for school communities who are working towards strengthening multicultural inclusion.

It has been designed to be used in Victorian schools, in the context of the Framework for Improving Student Outcomes (FISO) and the Victorian F-10 Curriculum, informed by and used alongside existing resources published by the Department, Victorian Curriculum Assessment Authority (VCAA) and others.

While not exhaustive, many useful resources are highlighted and linked to throughout, with further helpful information linked in Appendix one: Key resources from VCAA and the Department, and Appendix two: Support for connecting with families from diverse backgrounds.

THE STUDENT LEADERS FOR MULTICULTURAL INCLUSION INITIATIVE

Student Leaders for Multicultural Inclusion (SLMI) was a state-wide initiative which aimed to support participating schools to strengthen intercultural capability, foster a positive climate for learning, and to empower students to promote inclusion. The project also sought to provide a platform for student voice, leadership and agency.

The initiative was a key deliverable of the School Policy and Funding Advisory Council and was implemented in accordance with advice from the Council's Multicultural Inclusion Working Group.

SLMI brought together 55 students from 14 schools to participate in a day-long workshop,

which included multicultural inclusion and awareness training delivered by the Centre for Multicultural Youth (CMY) and student voice training delivered by the Victorian Student Representative Council (VicSRC).

The Student Leaders then ran workshops at their respective schools to discuss multicultural inclusion in their own school communities. Discussion centred on what positive initiatives were already in place and suggestions regarding what more could be done in the future. VicSRC took a lead role in distilling the students' input and providing this to the Department to develop into this resource.



WHY STRENGTHENING MULTICULTURAL INCLUSION IN SCHOOLS MATTERS

Multicultural inclusion and building intercultural capability are essential to ensuring a vibrant and prosperous community in which everyone is welcomed, feels safe and is supported to participate.

The Victorian Government acknowledges that education plays a particularly critical role in promoting social cohesion and multicultural inclusion in our community. Schools provide an environment where respectful relationships, acceptance of diversity, knowledge of other cultures and an understanding of global and local issues can be developed and championed. It is hoped that this resource will be a practical tool for further developing these opportunities.

Framework for Improving Student Outcomes (FISO) 2.0

Multicultural inclusion is central to the learning and wellbeing outcomes of the FISO 2.0, including several core elements and priority areas of practice:

Leadership

- Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core.

Engagement

- Activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school.
- Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school.

Support and resources

- Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion.
- Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students.



[FISO implementation guidance](#) is available to assist schools.

Multicultural inclusion and the Victorian F-10 Curriculum

Multicultural inclusion is formally addressed in the curriculum through the *intercultural capability*. It intersects with all other capabilities in the curriculum and can be taught explicitly through several of the Learning Areas. Schools often teach intercultural capability through Languages, History, Civics and Citizenship, English, Music, Dance, Drama and Visual Arts.

Intercultural capability is taught in two strands: cultural practices and cultural diversity. It is taught from Foundation to Year 10 and has achievement standards at levels 2, 4, 6, 8 and 10. More detail and support for teachers can be found in Appendix one: Key resources from VCAA and the Department.

FOR STUDENTS: TAKING ACTION

This section is for students to use together with teachers and other school staff.

The following section outlines some ideas for action that students and their schools can take to strengthen multicultural inclusion. These ideas were proposed by the Student Leaders for Multicultural Inclusion, with assistance from VicSRC and input from the Department.

This section includes:

- Multicultural inclusion reflection tool
- Cultural Diversity Week
 - Tips for running authentic Cultural Diversity Week events
- Training for school staff
 - Student-led training
 - Professional development
- Suggested student-led activities for exploring key concepts in multicultural inclusion
 - Exploring culture
 - Exploring power and intersectionality
 - Exploring what it means to be an ally

To help you get started the Department also has another resource, [Amplify: empowering students through voice, agency, and leadership](#), which is a best practice guide for school leaders and teachers. It explains how to encourage student voice, agency and leadership and includes ways to collaborate with and empower students. The [Amplify Toolkit](#) provides practical supports to help leaders, teachers and students prioritise, plan, enact and evaluate enhanced practices in student voice, agency and leadership in their schools.

We would love to hear from you





If your school has some great multicultural inclusion ideas or examples of best practice that you would like to share with others, or if you would like to tell us how you went with using this guide, please email us at multicultural.education@education.vic.gov.au.











MULTICULTURAL INCLUSION REFLECTION TOOL

This reflection tool can be used by students and staff together to think about what your school community is already doing to encourage multicultural inclusion, and what else you could start doing to continue improving outcomes for your school community. The suggested actions below were developed by students who shared what was great about their school or what they would like to see their school do differently. While this reflection tool is not designed to be exhaustive, it may help to inspire you to get started on improving approaches to year-round multicultural inclusion initiatives. You might like to brainstorm and add some rows of your own to celebrate your school's achievements or write down your goals if they aren't already included in this list. When consulting with staff and students make sure they are comfortable about sharing information about their cultural traditions, etc. particularly if they are in a minority in a school community.

Table 1. Multicultural Inclusion Reflection Tool

Action	How to involve students	Our school does this really well	Our school does this, but it could be done better	Our school should start doing this
 <p>The school uniform or dress code is adaptable and inclusive of cultural, ethnic and religious diversity (for example, an optional hijab or headscarf can be included as part of the uniform, Sikh students could choose to wear a Kara, and students who choose to are able to cover their arms and legs in any season).</p>	<p>Review the school uniform or dress code with a group of students to see if there are positive changes that can be made.</p> <p>Involve students in any new uniform design processes.</p> <p>The Student dress code policy may help government schools with this.</p>			
 <p>School activities and excursions are scheduled so that they don't clash with major cultural events (for example, overnight excursions aren't scheduled during Ramadan, Yom Kippur, Eastern Orthodox Easter, New Year celebrations from many cultures that occur throughout the year such as Lunar New Year, etc.)</p>	<p>Have regular, open conversations with students about their cultural traditions and events and how they might affect their schooling, avoid assuming what students might need or how they might like to be supported.</p> <p>The Australian Government's Calendar of cultural and religious dates is updated each year and provides information and dates for festivals that students at your school may observe, noting that this list may not be exhaustive and different communities may celebrate on slightly different days, so it is best to consult with your students for clarity.</p>			
 <p>Our school values, rules and code of conduct are inclusive of different cultural values and beliefs.</p>	<p>Consult with students from different backgrounds about their perspectives on the current values, rules and/or code of conduct.</p> <p>If policies need to be reviewed, involve a range of students in the whole process.</p> <p>Review and update values, rules and/or code of conduct regularly as students and teachers from different backgrounds join the school community.</p>			
 <p>The school curriculum covers a wide range of cultural education. For example:</p> <ul style="list-style-type: none"> History subjects focus on different areas of the world and aren't only Anglo-centric. English texts tell stories from diverse people and perspectives, including Indigenous Australians. 	<p>Involve students in curriculum review, planning and design.</p> <p>Invite students to be part of curriculum committees.</p> <p>Seek and act on feedback from students about their experience of studying different subjects and/or prescribed texts.</p> <p>Ask students what they would like to see included in their subjects.</p> <p>Work through these resources with students to select literature for the classroom:</p> <p>Assessing and selecting culturally diverse literature for the classroom – journal article</p> <p>Read Up - list of books from the Stella Prize organised into themes</p> <p>Cultural Diversity database – searchable database from the National Centre for Australian Children's literature</p> <p>Reading Australia - Teacher resources related to a diverse range of Australian literature</p> <p>You might like to visit or seek assistance from the Languages and Multicultural Education Resource Centre (LMERC) to help with this.</p>			

	<p>The school library has a diverse selection of books which can be accessed by students and staff, including:</p> <ul style="list-style-type: none"> books written by authors from different nationalities and cultural and ethnic backgrounds. books that provide different perspectives on the world. 	<p>Consult with students about which stories are missing from the school library collection.</p> <p>Get students to provide regular recommendations to other students and staff about different books to read to increase understanding of different cultures.</p> <p>Use the list of resources mentioned in the previous row to help diversify the library collection alongside students.</p>			
	<p>Teachers actively search for opportunities to provide learning activities that link intercultural capability with the curriculum's other Capabilities and Learning Areas in their programs. They seek feedback from students on cultural inclusivity and sensitivity of learning activities. [Teachers: see Appendix one for resources]</p>	<p>Seek feedback on any questions about culture that may have come up in lessons.</p>			
	<p>School staff are regularly trained in cultural awareness, diversity, and inclusion.</p>	<p>Students are supported and empowered to plan and run training for staff members or be included in training that teachers undertake. See information on page 14 for more detail and inspiration.</p>			
	<p>Guest speakers or facilitators that we invite into the school come from a range of different cultural backgrounds and speak on a variety of topics.</p>	<p>Ask your student leadership group and other students who they want to see presented as role models.</p>			
	<p>Key information for students and parents is provided in different languages, including sign language if required, through the use of interpreters and translators.</p>	<p>Make sure every student and family is asked what their preferred language is for receiving important information. Avoid making assumptions about their language needs based on their appearance or where they were born.</p> <p>See information on page 19 about engaging interpreters and translators in schools.</p>			
	<p>Our school celebrates or acknowledges a broad range of cultural events, holidays, and celebrations.</p>	<p>Work with students to create a calendar of cultural events, holidays, and celebrations relevant to the school community.</p> <p>Review and update the calendar regularly as students and teachers from different backgrounds join the school community.</p> <p>See information on pages 11-13 about running authentic cultural diversity week events.</p>			
	<p>Our school has dedicated areas for students to partake in their cultural and religious activities, for example a prayer room.</p>	<p>Talk to students about what different spaces they might need.</p> <p>If a dedicated space is already available, let students take ownership over the space to make it feel safe and welcoming for them.</p>			
	<p>Students at our school can always find a variety of foods that meet their needs, in the canteen.</p>	<p>Seek feedback from students about how they feel about the food available at the canteen.</p> <p>If the current canteen provider cannot provide a wide range of culturally appropriate food, consider enlisting students to help find a new provider.</p>			



For Inspiration: Multicultural museums in Victoria

Victoria is home to several museums that explore different cultures from all over the world, including many that are part of our community. Your school might like to consider organising an excursion to one or more of these. Students may be part of selecting which museum to visit or organising the event. Some museums may also offer incursions or online experiences, which might be helpful if they are difficult for your school to travel to.

Here are some suggestions to get you started:

- [Melbourne Museum's Bunjaka Aboriginal Cultural Centre](#)
- [Melbourne Museum's Pacific and world cultures exhibits](#)
- [Immigration museum](#)
- [Islamic Museum of Australia](#)
- [Chinese Museum](#)
- [Co.As.It Italian Historical Society and Museo Italiano](#)
- [Hellenic Museum](#)
- [Jewish Museum of Australia](#)



For Inspiration: Connecting with Opportunities from the Victorian Multicultural Commission

The VMC is the main link between multicultural communities and the Victorian Government. Their aim is to strengthen cultural diversity in Victoria through consultation, advocacy, celebration, and promotion. As well as Cultural Diversity Week, the VMC also hosts the:

- [Annual Multicultural Film Festival \(Schools\)](#), which invites school students from Prep to Year 12 to produce a short film, individually or in a group, that explores and celebrates cultural diversity and multiculturalism. Visit the website for more information. [A teacher resource kit](#) is also available to support schools to participate. The school's component is part of a broader Film Festival open to all Victorians.
- [Annual Multicultural Awards for excellence](#) showcasing Victorian individuals and groups who excel in building or supporting inclusive multicultural communities throughout the state. Visit the website to nominate outstanding people or groups in your community or to be inspired by past winners. Nominations open in June-July each year.



CULTURAL DIVERSITY WEEK

Victoria's annual [Cultural Diversity Week](#) is a Victorian Multicultural Commission (VMC) initiative which celebrates cultural diversity and multicultural inclusion. It is a fantastic opportunity to highlight and celebrate the unique community within and around your school by hosting events or by having a particular focus on intercultural capability for the week.

Many Victorian schools plan events around this time and students have a good understanding of the importance of celebrating cultural diversity, however sometimes school-based events are limited and may appear to be tokenistic. This can happen when events focus only on simple aspects of culture such as food, flags, festivals, and fashion, without diving deeper and seeking to build stronger cultural understanding. For students who feel they are the only representative of their culture at a school, this approach can be somewhat isolating and intimidating.

On page 13 you will find some tips from the Student Leaders for Multicultural Inclusion, for planning your own Cultural Diversity Week events and ensuring they are authentic and meaningful.

It is important to recognise that everyone has a cultural identity and traditions and contributes to the diversity of your community.

Where possible try to embed year-round, school-wide efforts to ensure everyone feels welcome all the time.

Some of the reasons that the Student Leaders for Multicultural Inclusion gave for valuing Cultural Diversity Week at their schools included:

"So that people are aware of the different cultures in our school"

"So that you don't forget your culture"

"To feel like you belong"

"To make everyone feel welcomed and accepted"

Best practice example: Cultural Connectionz

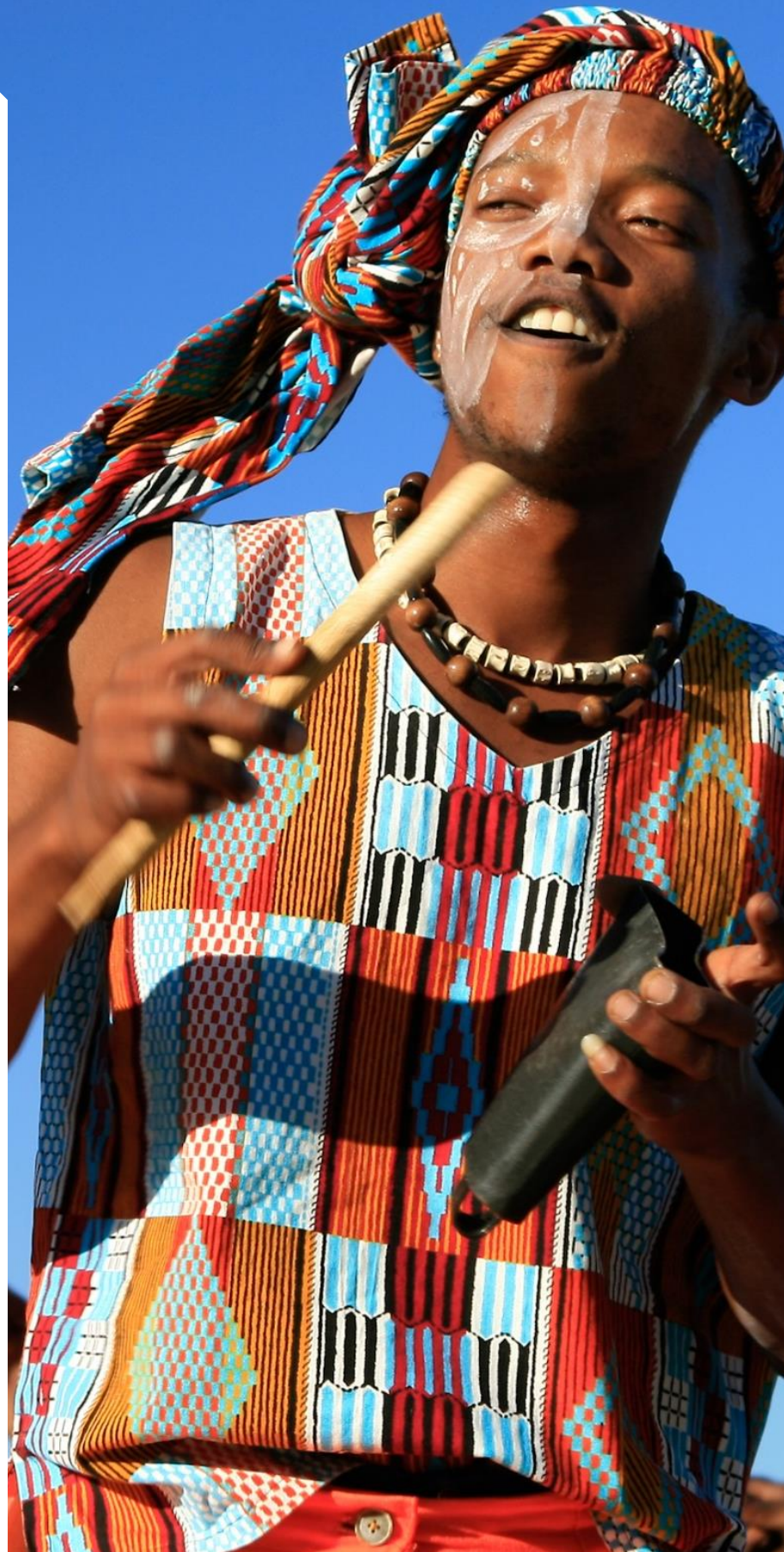
Cranbourne Carlisle Primary School hosts three Cultural Connectionz days each year. Each of these days represents a deep dive into one of the many cultures present within their school community, with different cultures selected each year.

Students from the selected cultural group are included in the planning and facilitation of the events and have the opportunity to lead some of the events or present on the day.

While still celebrating with traditional food, clothing and flags, they also:

- Include guest speakers to facilitate deeper learning and exploration of, values, attitudes, beliefs, traditions, stories, and experiences.
- Involve parents, families, and community members from within and around the school and draw on their insights, knowledge and experiences to ensure events are culturally appropriate and authentic. This also builds the community within and around the school and helps people to feel welcomed and appreciated.
- Incorporate performances by professionals, community members or students to showcase and celebrate unique traditions.
- Teach some traditional practices such as dancing, singing, drumming, etc. so that other students can experience the culture first-hand.

More information and videos are available on the [Cranbourne Carlisle Primary School Cultural Connectionz webpage](#) and may provide some inspiration and ideas for your school.



Tips from students for running authentic Cultural Diversity Week events

Discussion

Explore different understandings of 'culture' and what it means to people within your school community.

Reflection

Use Cultural Diversity Week as an opportunity to openly talk with students about how culturally inclusive your school is and how it could be improved. You might like to use the Multicultural Inclusion Reflection Tool on pages 8 and 9 to start some conversations.

Community Leaders

Invite community leaders from diverse cultural backgrounds from your community to be guest speakers during the week.

Expression and identity

Allow students to identify and express their own cultural identity and be mindful not to assign a culture based on where students or their parents were born.

Variety

Try to find a range of different ways for students to share their insights in a supportive and comfortable environment.

Remember that culture and cultural expression can be very personal, and students may not wish to share or may not be confident presenting to a large group.

Finding similarities

Find ways to explore and focus on the similarities between and across cultures (rather than the differences).

Continuity

To maximise the benefits from your efforts and embed the changes meaningfully into your school's culture, ensure cultural diversity is also thought about at other times throughout the school year.

Classroom teaching

Find ways to focus classroom teaching and curriculum-based learning around culture and diversity for the week.

First Nations Cultures

Include first nations cultures from around the world, including Aboriginal and Torres Strait Islander cultures.

Students sharing their own culture

Empower students to share their culture with others. If they are comfortable, encourage them to delve into history, behaviours, values, and beliefs, highlighting the things that are important to them and their community.

Unpacking stereotypes

Only use stereotypes if you're unpacking them, otherwise avoid using them at all.

Student voice

Position students as the experts of their own experience and amplify student voice by having teachers and school staff working in collaboration with students to plan events and activities that would be meaningful to them.



TRAINING FOR SCHOOL STAFF

Students who participated in the Student Leaders for Multicultural Inclusion initiative identified that training for school staff was a vital step in improving school-wide multicultural inclusion.

Student-led teacher training

Here are a few ways students could be involved in training school staff.

- A group of students participate in cultural awareness and inclusion training, and then adapt the training to deliver to school staff.
- School staff and students participate in training together, and then work together to plan initiatives for multicultural inclusion for the whole school community.
- Students identify key areas they want staff members to focus on in cultural awareness and inclusion training.

A Best Practice Example: Secrets of Afghanistan

At Dandenong High School, students with Afghan heritage developed and hosted an education session for staff about Afghan culture, traditions and beliefs, over a 'Secrets of Afghanistan' afternoon tea. Staff were encouraged to ask questions, empowering students as experts. This also helped to build the schools' understanding and appreciation of the rich cultural diversity within their student population and school community.

The event was part of a broader 'Harmony Ambassadors' initiative, which saw 30 students take the lead on organising cultural diversity events for the school throughout the year.

Professional development

Schools support schoolteachers to engage in continuous professional development. Teachers are encouraged to speak to their school leaders about how they can use their professional learning opportunities to build their capacity for supporting multicultural inclusion in their teaching practice.

Guidance for government schools, on the Department's Teacher Professional Learning policies, resources and the most recent professional development catalogue, including opportunities to learn about Aboriginal and Torres Strait Islander culture and inclusion, is available from the [Performance and Development for Teacher Class Employees webpage](#).

Here are some professional development opportunities offered by external organisations that may also be helpful:

- [Foundation House](#) – is funded by the Department to provide training opportunities and assistance to schools to support students who are survivors of torture and trauma and those who are from likely-refugee backgrounds, including those seeking asylum.
- [Centre for Multicultural Youth](#) – provides training and resources for young people and adults.
- [Teach the Teacher](#) - a student-led professional development program for teachers that enables students to address issues affecting them.

EXPLORING CULTURE

Introduction: What do we mean when we talk about culture?

When we talk about culture, we sometimes limit our understanding to nationality, faith and ethnicity. Culture is much broader than this and can mean a lot of different things to people. Our culture can be informed by our family, our friends, and the different communities we identify with. Any discussion or learning about cultural diversity, multiculturalism and inclusion needs to begin with an open dialogue about what culture is and what it may mean to different people in the room.

Exploring culture in action: Suggested discussion questions for framing culture

These questions could be used by school staff as prompts for a classroom discussion about culture. Student-led groups could also use these as prompts for student discussions. They can be used at all times of the year, and especially when planning Cultural Diversity Week activities. Staff can practice facilitating this discussion as a staff group first before leading it with students.

- What are your family traditions?
- What language do you and your friends use that adults (like your teachers) might not understand?
- What are your hobbies?
- Is culture always something visible?
- What do you think of when you think of your town or city's culture? Where do people hang out? What do people wear? What do people eat or drink?

For inspiration: 'The danger of a single story'

This TED Talk by novelist Chimamanda Ngozi Adichie, explores the misunderstandings that can occur if we hear only a 'single story' about others. Using storytelling and humour Chimamanda uses her own experiences from growing up in Nigeria, and migrating to the United States, to explain the importance of learning about each other's cultures in an authentic way.

International films, television and books can be a great way to explore authentic stories about different cultures. See the last row of the table on page 8 for more information on incorporating diverse stories at your school.



EXPLORING POWER AND INTERSECTIONALITY

Introduction: Understanding power and intersectionality

Understanding and talking about power and intersectionality is an important way for your school community to become more inclusive of all cultures. Staff and students can work together to learn more about power and intersectionality and how it affects different groups of people.

Exploring power and intersectionality in action: suggested activities

There are lots of ideas online for running activities to better understand these dynamics.

These activities can be run by teachers for students, by students for teachers, or with teachers and students working together as a joint learning exercise.

Here are some suggested resources to help you get started.

- [Privilege for sale](#)
- [Power Flower & How to be an ally without causing harm](#)
- [Invisible Knapsacks](#)
- Use [this diagram](#) to start a conversation about privilege and intersectionality. Individually, everyone can highlight all the axes they identify with.

Finding out more: Intersectionality

The Victorian Government defines 'intersectionality' as the ways in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation. Attitudes, systems and structures in society and organisations can interact to create inequality and result in exclusion.

For more information and to access the Victorian Governments *Everybody Matters Inclusion and Equity Statement* visit the [Vic Gov: Understanding Intersectionality webpage](#).



EXPLORING WHAT IT MEANS TO BE AN ALLY

Introduction: What is an ally?

An ally is someone who stands with or advocates for individuals and groups other than their own. This is sometimes called 'being an upstander'.

Allies help to create a safe and inclusive environment for the whole school community by being upstanders.

It is important that everyone knows bullying and racism will not be tolerated in your school and feels confident in being an upstander if they see or hear something that's not right.

We can't talk about multicultural inclusion and cultural diversity without the concept of allyship and what it means to be a cultural ally. Being an ally means you listen, learn, speak up, and show Up.

You never stop learning how to be an ally.

Exploring being an ally in action: suggested activities

- Have a group discussion about what it means to be an 'ally' and what positive examples of allyship different people have observed recently. Get everyone (students and teachers) to think about two actions of allyship they could complete by the end of the week.
- Use the [CMY Student-Led Projects guidance](#) for schools, to establish your own anti-racism projects as part of the [Schools Standing up to Racism](#) initiative, supported by the Department.
- Explore [the Department's resources on preventing and addressing racism in schools](#). These provide support to teachers, principals, parents, and students. These are great for all schools including those which are advanced in their approaches as well as those who may need extra help

Build your upstander skills: Free programs for schools

Consider signing your school up to participate in [the Courage to Care program](#) which promotes respect for diversity and the importance of standing up to racism, bullying and prejudice. The program uses the Holocaust to explore these issues through student workshops. It is funded by the Department for participating schools.

Or you could try the free [Click Against Hate](#) training for Victorian primary and secondary schools, to develop online-upstander skills to combat cyberbullying.





APPENDIX ONE: KEY RESOURCES FROM VCAA AND THE DEPARTMENT

Table 2. Key resources from VCAA and the Department

VCAA Resources	
Intercultural capability introduction and curriculum	<p>An introduction to the intercultural capability including:</p> <ul style="list-style-type: none"> • Rationale and aims • Structure • Learning in intercultural capability • Scope and sequence • Resources <p>The second tab includes curriculum level descriptions, content descriptions and achievement standards for all students from Foundation to year 10.</p>
VCAA intercultural capability resources for schools and teachers	<p>A suite of detailed resources developed by the Department and VCAA to support teachers in implementing the intercultural capability curriculum, organised by:</p> <ul style="list-style-type: none"> • Help me plan • Help me find a teaching resource • Help me assess • Frequently asked questions
Navigating intercultural issues in the classroom: Teacher Guide	<p>The <i>Navigating intercultural issues in the classroom: Teacher Guide</i> aims to provide teachers with background knowledge and practical ideas for navigating intercultural issues as part of the Victorian Curriculum: F–10 intercultural capability (including teaching and assessment). It was developed in response to teacher requests for advice on teaching these issues sensitively and appropriately.</p>
Aboriginal Languages and Cultures Victoria	<p>Resources and links about Aboriginal languages and cultures across Victoria and Australia.</p>

Department of Education and Training Resources	
Languages and Multicultural Education Resource Centre (LMERC)	<p>The Languages and Multicultural Education Resource Centre is a specialised library for teachers from preschool to adult settings in the areas of:</p> <ul style="list-style-type: none"> • English as an Additional Language (EAL) • Languages • Intercultural capability <p>The library offers a wide range of expert information services and the collection includes over 28,000 items in all formats.</p>
Teaching Aboriginal and Torres Strait Islander Culture	Provides information for teachers regarding the protocols they must follow for teaching Aboriginal and Torres Strait Islander culture.
Supporting students from refugee backgrounds	Provides information and support for teachers regarding best practice for working with students and families from refugee and asylum seeker backgrounds.
Refugee Education Support Program (RESP)	The Refugee Education Support Program (RESP) helps clusters of schools in all sectors to learn strategies to improve student achievement, engagement, and wellbeing.
Multicultural education programs and resources	Teaching materials and methods for teachers with links to content on: Multicultural education programs, Koorie learning resources, Protocols for teaching Aboriginal and Torres Strait Islander Culture, International education, International Student Program, and Sister School Partnerships.
Free Interpreting and Translating services for Schools	<p>The Department provides free interpreting and translating services to Victorian government schools, delivered by the Victorian Interpreting and Translating Service LanguageLoop. Schools must offer interpreting and translation services to parents and carers who have limited or no English language skills, to help communicate key information about their children's education and wellbeing.</p> <p>It is important to use professional interpreters to ensure accurate and confidential service is provided. It is not appropriate to rely on students, family members, or community members to interpret or translate critical information. See link for policy, guidance, and resources.</p>
International Student program	<p>The International Student Program has held a significant place in Victorian education for more than 20 years. Their impact and influence on their Victorian peers and the schools and their contribution to multicultural Victoria is enormous. This is mostly reflected in their social, cultural, and linguistic contributions to their schools and wider community and through their contribution to global learning and engagement.</p> <p>The Department has recently developed an International Student Voice and Empowerment Plan to help strengthen the engagement and participation of international students in promoting multicultural inclusion.</p>
Teaching resources available on FUSE	Search FUSE for "intercultural capability" to find a range of teaching resources collated by the Department, including sample units, lesson plans, activity ideas, case studies, projects and more.



APPENDIX TWO: SUPPORT FOR CONNECTING WITH FAMILIES FROM DIVERSE BACKGROUNDS

There are several programs and resources available to schools to support engagement with families from diverse backgrounds. Your school might find some of the following useful in building stronger connections with or assisting families from multicultural backgrounds.

Table 3. Resources that help schools connect with families from diverse backgrounds

Resource	Description
<u>Opening the school Gate: Engaging Multicultural Families in Schools</u>	A good practice guide from CMY, Opening the School Gate provides background information, context setting, practical advice on successful engagement with parents and families including a guide to parent teacher interviews and meetings, advice for dealing with common concerns (e.g. school camps, providing consent, discipline, student progress, etc.) and tips for creating a welcoming environment.
<u>School's in For Refugees</u>	The School's in For Refugees website is designed to support students from refugee backgrounds. It includes high-quality guidance and practical resources that focus on teaching, learning, transitions, and family engagement.
<u>Centre for Multicultural Youth, Learning Beyond the Bell</u>	Delivered by CMY, the Learning Beyond the Bell program provides out of school hours learning support for students from migrant and refugee backgrounds and providing professional learning, advice, and resources to support homework club coordinators and tutors across Victoria.
<u>Victorian Inclusion Agency</u>	On the Victorian Inclusion Agency website, you will find cultural diversity and refugee resources for educators.



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VicSRC Victorian Student Representative Council

Victorian Students' Representative Council

Independent Schools Victoria

Independent Schools Victoria

CECV
catholic education commission of victoria ltd
ACN 119 459 853

Catholic Education Commission of Victoria

Centre for Multicultural Youth

Students and teachers from the following Victorian schools:

Brentwood Secondary College
Craigieburn Secondary College
Catholic Regional College Caroline Springs
Catholic Regional College St Albans
Cranbourne Secondary College
East Preston Islamic College (EPIC)
Greater Shepparton Secondary College

Hoppers Crossing Secondary College
Ilim College (Girls Campus)
John Paul College
Lyndale Secondary College
Matthew Flinders Girls Secondary College
Penola Catholic College
Sunbury Downs Secondary College