Environment as the 'culture teacher'

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The Australian Curriculum aims to ensure that all students develop Intercultural understanding. At Wesley College our languages learning space, Wandjoo Miya Centre for Global Citizenship (Place of Welcome in Noongar) was designed to ensure that all students who learn in the space would know that their learning environment is also a teacher of intercultural understanding. We designed the space ourselves from what was supposed to be a car park. Our students have been learning in our space for nearly 4 years. What does the space look like now? What can you expect to see when you enter Wandjoo Miya and how is the space a teacher of intercultural understandings too?

WESLEY COLLEGE
By daring & by doing

Why am I here?

Alice Springs (Mparntwe) Education Declaration – Dec 2019

Goal 1: The Australian education system promotes excellence and equity

- provide all young Australians with access to high-quality education that is inclusive and free from any form of discrimination
- recognise the individual needs of all young Australians, identify barriers that can be addressed, and empower learners to overcome barriers
- promote personalised learning and provide support that aims to fulfil the individual capabilities and needs of learners
- ensure that young Australians of all backgrounds are supported to achieve their full educational potential
- encourage young people to hold high expectations for their educational outcomes, supported by parents, carers, families and the broader community
- ensure that education promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity
- ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities
- collaborate internationally to share best practice and help young Australians learn about and engage with the world
- support all education sectors – government, non-government, secular and faith based education
- promote a culture of excellence in all learning environments, by providing varied, challenging, and stimulating learning experiences and opportunities that enable all learners to explore and build on their individual abilities, interests, and experiences
- ensure that Australia's education system is recognised internationally for delivering high quality learning outcomes.

Alice Springs (Mparntwe) Education Declaration Goal 2

- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community Confident and creative individuals who...
  - have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing
  - develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others
  - are resilient and develop the skills and strategies they need to tackle current and future challenges
  - are able to recognise, adapt to, and manage change
  - have a sense of optimism about their lives and the future
  - show initiative, use their creative abilities and are enterprising
  - have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
  - understand their responsibilities as global citizens and know how to affect positive change
  - have the confidence and capability to pursue learning throughout life, leading to enjoyable, fulfilling and productive employment
  - relate well to others and form and maintain healthy relationships
  - are well prepared for their potential life roles as friends, family, community and workforce members
  - embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions
  - have a sense of belonging, purpose and meaning that enable them to thrive in their learning environment.
- Successful lifelong learners who...
  - develop their ability and motivation to learn and play an active role in their own learning
  - have the essential skills in literacy and numeracy as the foundation for learning
  - engage in respectful debate on a diverse range of views
  - are productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future
  - are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines
  - are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge
  - are inquisitive and experimental, and have the ability to test different sources and types of knowledge
  - are responsive and adaptive to new ways of thinking and learning
  - are able to plan activities independently, collaborate, work in teams and communicate ideas
  - continue to improve through formal and informal learning in further education, and training or employment, and acquire the skills to make informed decisions throughout their lives
  - are able to make sense of their world and think about how things have become the way they are
  - are confident and motivated to reach their full potential.
- Active and informed members of the community who...
  - act with moral and ethical integrity
  - have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
  - appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
  - have an understanding of Australia's system of government, its histories, religions and culture
  - are committed to national values of democracy, equity and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations
  - understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
  - possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
  - are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.

Cultural understandings= intercultural = global citizenship

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. (Australian Curriculum, 2021)

@AISWALanguages

AFMLTA President Nathan
Harvey: "Schools can
provide a model of what we
want the world to be like.
Language programs should
not just be about passing an
exam. We need to be
preparing students for life"
@AFMLTA @LeongClaire
@AsiaEducation
@mareewhiteley
@schiavi_marisa

10:18 am · 25/6/21 · Twitter Web App

Tweet your reply

Learning environments – Key ideas

- Reggio Emilia – Environment is the third teacher (Strong- Wilson, & Ellis, 2007)
- Moral purpose drives effective and sustainable change. (Fullan, Cuttress & Kilcher, 2005)
- Clear connection between a school's vision, mission and objectives and the environment it creates (Chism, 2002)
- Clear vision and purpose for the space (Duffy, Craig & Gillen, 2011).
- Priming (Gibson, 2012)

3 Themes -What the research says - that to develop Intercultural understandings:

Recognising culture and developing respect	Interacting and empathising with others	Reflecting on intercultural experiences and taking responsibility

1. The learning environment needs to feel alive and tell stories of people.
2. The learning environment needs to tell the story of how we are all connected in the world.
3. The learning environment needs to ensure that there are agreements about the way student behave.

WANDJOO MIYA

https://vimeo.com/407840604

Doorways into other worlds

Spaces that have agreements about the "way we behave here."

Procedures and Protocols for the Languages Centre
Wandjoo Miya Centre for Global Citizenship

- Accept that we are in a plurilingual, multi-aged and intercultural learning environment and everyone is welcome
- Respect the protocols for different zones and the people who are working alongside us
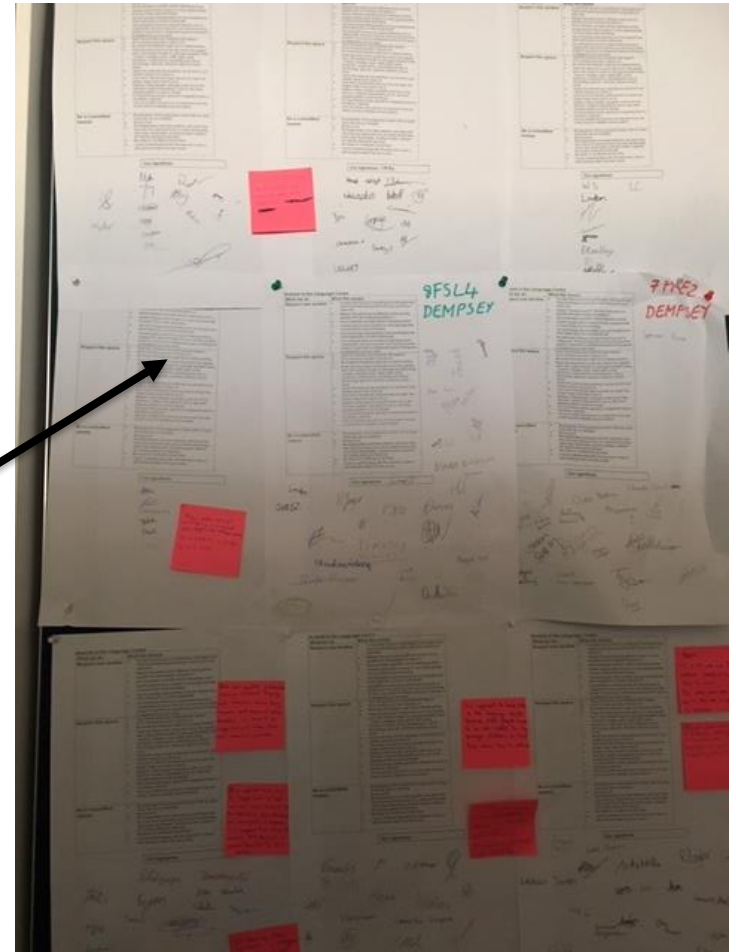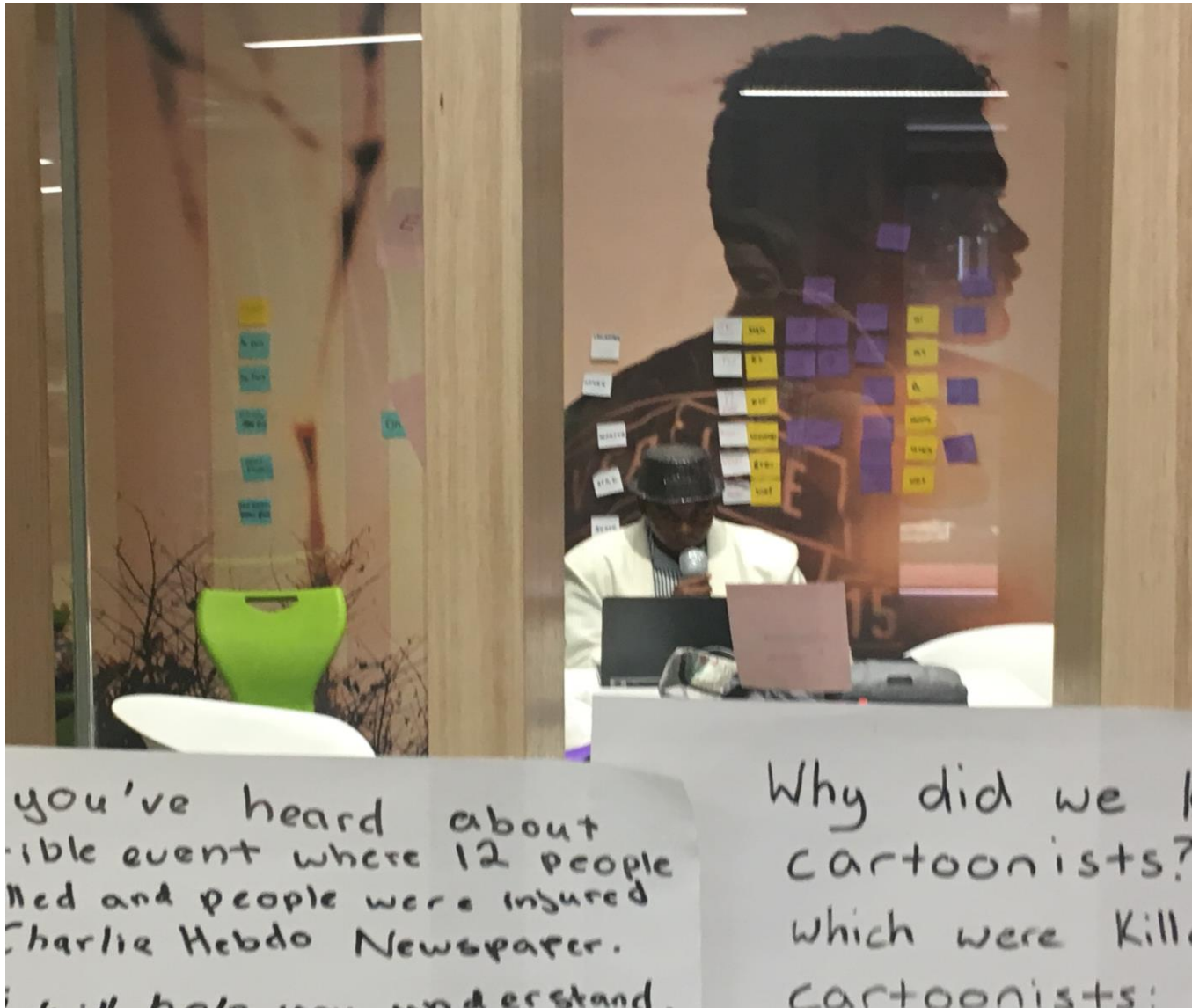
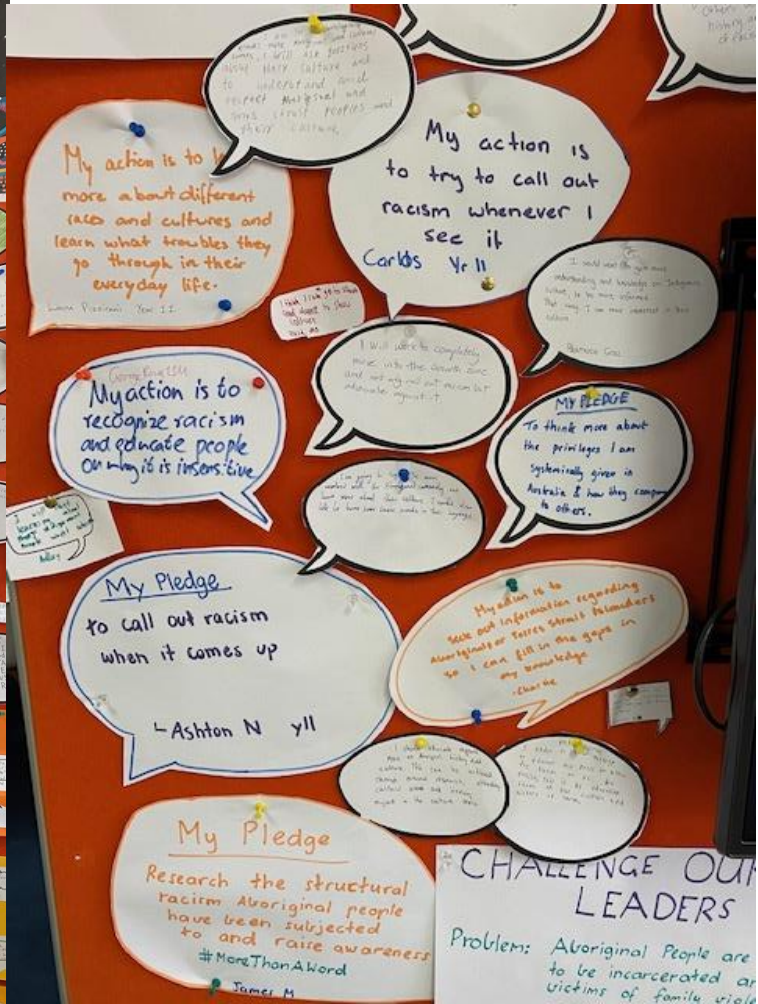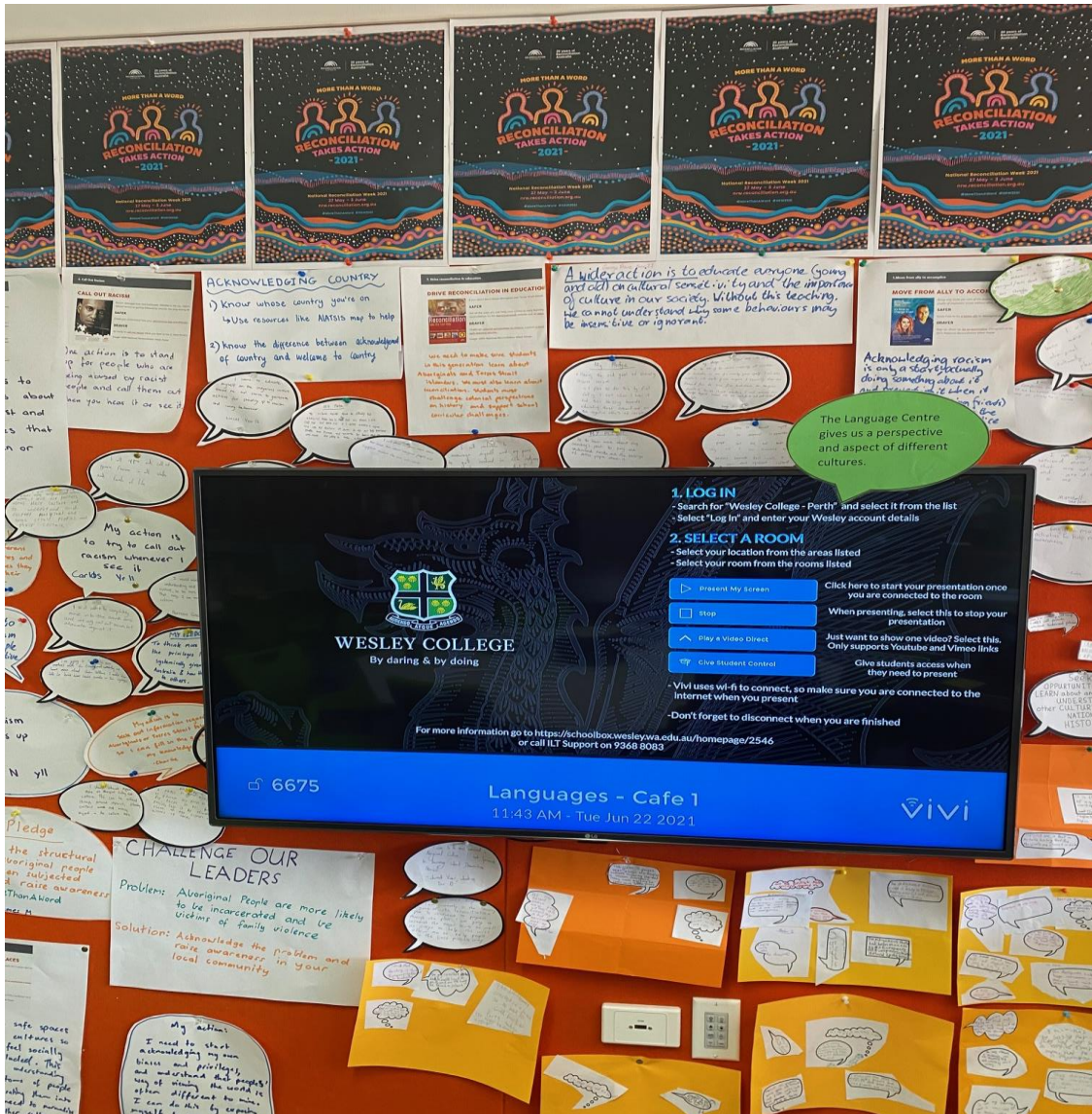# Spaces that provide provocation and wonder

And that change all the time

Spaces that show the stories of student work as it is happening

Spaces that connect us and tell stories of who we are and what matters to us

Students making pledges to take action towards reconciliation this month

Spaces that are contemporary and dynamic and are about people and events that matter to different communities

Spaces that encourage students of different ages and learning different languages to work with and along side one another
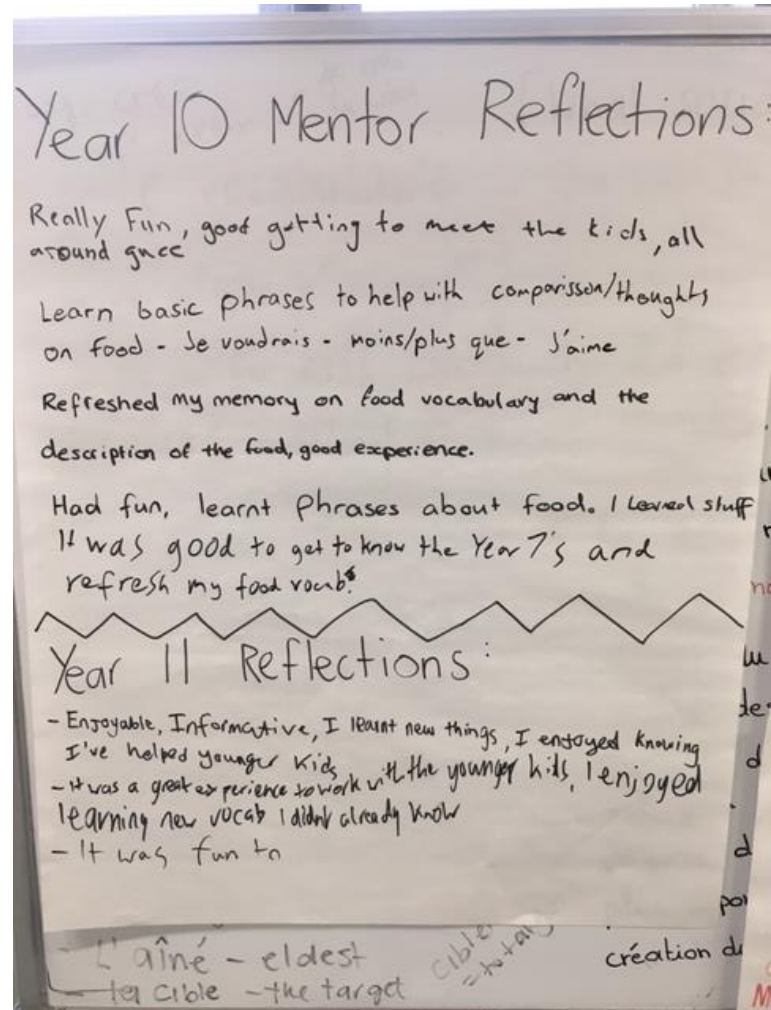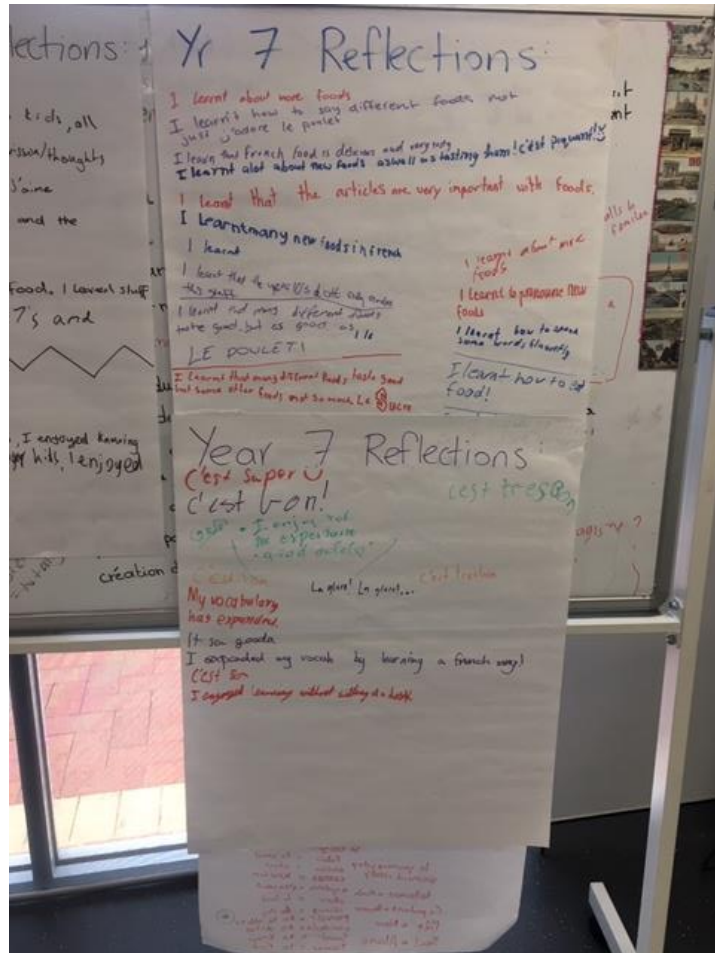
Spaces that encourage inquiry…

and are agile
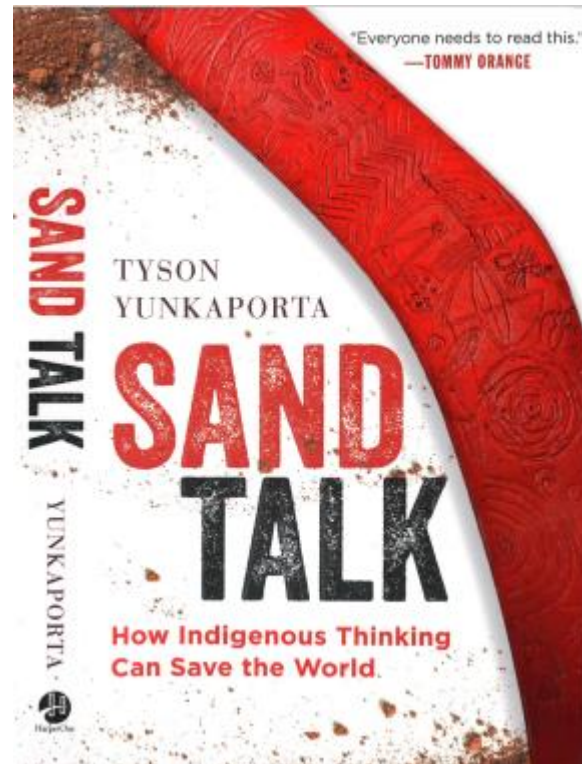
Spaces that encourage reflection

3 Themes -What the research says - that to develop Intercultural understandings:

Recognising culture and developing respect	Interacting and empathising with others	Reflecting on intercultural experiences and taking responsibility

1. The learning environment needs to feel alive and tell stories of people.
2. The learning environment needs to tell the story of how we are all connected in the world.
3. The learning environment needs to ensure that there are agreements about the way student behave.

" We'll need living lands and bodies to do that, though. So let's put these hands of ours to work"

"Everyone needs to read this."
—TOMMY ORANGE

TYSON YUNKAPORTA

SAND TALK

How Indigenous Thinking Can Save the World.

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Languages survey
2018 – Average rating 5.25 and 75% of students gave a high rating of 6- 7
2019 – Average rating 5.51 and 89% of students gave a high rating of 6-7

10. Collaboration and Citizenship The Languages Centre is a place where • I can work collaboratively • All languages and cultures are valued • I am encouraged to be thoughtful about others • I feel safe and valued • I am encouraged to reflect on my own ideas, values and opinions and on other peoples'. • I am learning to think about others' cultures and perspectives • I see/find opportunities to be a positive contributor How well do you feel this goal has been achieved this year in the Languages Centre?

More Details

245
Responses

5.51
Average Number

In their own words – 245 of them!

- "In the language centre there is a mix of races and backgrounds but the centre is a place where everyone can talk and collaborate on a similar basis."

- "We did talk and do a lot about citizenship and collaboration so I have learned a lot more about that stuff."

- "Teachers allow students to talk amongst each other and share ideas which allows for great collaborative skills to be developed in such a thought through environment."

Languages students 2019