



# Intercultural Education Policy

## Guiding Statements

### *Internationalism*

To enhance the international mindedness of all members of the school community by promoting awareness of intercultural understanding and interconnectedness between the local and global community.

## Key School definitions:

### *International Vision*

Reaching out to the world with foresight and Christian values while having a respect for perspectives and global issues to develop as a responsible global citizen.

### *International Education*

To ignite an international minded community who have a sense of identity, compassion, skills to learn, diverse experiences and can address global issues affecting our communities at a local and international level.

### *Intercultural Learning*

To foster an awareness, cultural sensitivity, understanding, and appreciation of one's own culture and the culture of others within our unique ACS International community of Singaporean and international learners.

### *Global Citizenship*

Way of living that acknowledges the nature of our inter-connected and multi-cultural world and the need to work collectively, seek understanding, adapt to and adopt global values to build a sustainable and responsible world.

### *Inclusion*

All students and adults who learn and serve at ACS International are supported, valued, and nurtured in an environment that encourages growth and development.

## Aim

Due to its unique Singaporean identity and international identity, ACS(International) recognizes the importance of intercultural learning and understanding within its community. The Convention on the Rights of the Child (1989) states that: "the education of the child shall be directed to ... the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own".

Prepared By	Approved By	Review and Revised	Reviewed by	Next Review
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As a Singaporean International school, ACS (International) aims to have an international vision that reaches out to the world with Christian values with the understanding that we all share a common humanity. We are inclusive and appreciate human diversity in terms of nationality, language, culture, religion, history, political systems and socioeconomic status.

ACS (International) commits to be an internationally minded community through:

- Committing to the values inherent in the UN Convention on the Rights of the Child (1990).
- Respecting the dignity and equality of all individuals, groups and cultures.
- Offering an international curriculum that meets internationally agreed standards.
- Offering co-curricular and extra-curricular activities that reflect the international mix of the school.
- Enrolling students from a diverse international mix, while meeting our Singaporean student quota as mandated by the Singapore Government.
- Employing staff from a diverse international mix, while meeting the Ministry of Manpower's employment requirements and adhering to non-discriminatory recruitment practices.
- Being a member of international accreditation bodies such as The Council of International Schools (CIS) and International Baccalaureate Organisation (IBO)
- Promoting **intercultural learning** and **global citizenship** in the school.

### **Intercultural Learning**

Intercultural learning refers to the acquisition of knowledge, skills and attitudes that support the ability of learners to understand culture and interact with people from different cultures. To develop sophisticated understanding of culture, learners must combine a sense of cultural self-awareness which will form the basis for comparisons and interaction with other cultures.

Intercultural learning may be *culture specific* or *culture general*. *Culture specific* deals with a specific culture such as learning French language and culture in a modern foreign language class. *Culture general* focuses on acquiring and mastering transferable skills (communication skills, perspective taking and dealing with cultural misunderstanding) and attitudes (open-mindedness, inquiry and curiosity).

ACS (International) commits to Intercultural Learning by:

- Respecting the cultural identity of the learner through ensuring culturally appropriate and respectful quality education for all.
- Providing all learners with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.
- Encouraging a spirit of service and nurturing of the planet, contributing to local and global community development through active interaction with different cultural groups.

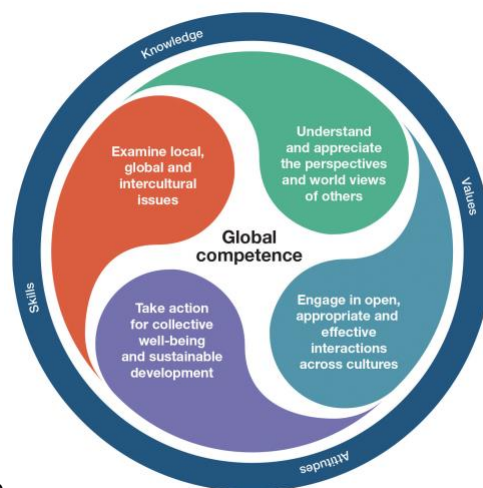
- Recognising culture (values, beliefs, customs, ways of thinking and behaving) and developing respect for cultural diversity in the school among all staff, students, parents and other stakeholders
- Learning from intercultural experiences by interacting and empathising with others from different cultures.
- Taking responsibility for understanding why other peoples' choices can be different from their own because of cultural perspectives.

#### Action Plan for Intercultural Learning:

- Demonstration of an understanding and willingness to adhere to the school's ethos of open-mindedness, internationalism, and global citizenship by all in the school community.
- Challenge stereotyping of cultural groups, and abandoning prejudice and discriminations based on cultural differences.
- Development of multilingualism through the school languages programme.
- Co-curricular participation develops an appreciation for different cultures and global perspectives.
- Promotion of mutual respect and understanding during school assemblies and celebration of cultural and linguistic diversity in school events.
- Promotion of local and overseas educational trips to expand students' horizons beyond their local context.

The school is committed to develop Global citizenship by teaching Global competence with the following approaches:

- Incorporating into curriculum elements for global awareness:
  - cultural and perspective awareness
  - additional language learning (multilingualism)
  - explicit teaching of relevant global concepts: *global citizenship, conflict resolution, social justice, sustainable development, interdependence, values and perception, human rights, diversity.*
- Integrating the four aspects of Global competence (defined by PISA) in curriculum and co-curricular by teaching students to
  - examine local, global and intercultural issues
  - understand and appreciate the perspectives of others
  - engage in appropriate and effective interactions across cultures, with diverse audience
  - take action for collective wellbeing and sustainable development, locally and globally



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Possible instructional strategies include the following:

- **Structured debates** in which teams of students defend opposing positions on global issues provide students an opportunity to delve deeply into a topic and practice their communication skills. For examples, MUN Conferences, InterHouse/ interschool debates
- **Organized discussions** help students learn to express their perspectives, back up their opinions with evidence, listen for understanding, and be willing to change their minds when confronted with new information. For examples, extend subject content/topics to answer large questions on multiple perspectives, ethics, values, human rights.
- **Current events discussions** allow students to find out what is happening around the globe and in their local communities, and how those events connect to what they are learning in the classroom. For examples, MUN Conferences, conflict resolution scenarios
- **Playing games** that require the players to follow rules and work as teams teaches students how to collaborate with others to find solutions.
- **Project-based learning** enables students to work in groups on an authentic project that professionals undertake in the world beyond school, requiring students to plan, communicate respectfully, consider the perspectives of others, manage conflict, and be adaptable. For examples, IB Collaborative Science Project, going '*beyond the bake sale*' to discuss ethical issues of fundraising (accountability and integrity); investigate efficiency of charitable organisations
- **Service learning** involves students participating in, and reflecting upon, an organized activity to benefit their communities, in order to deepen their knowledge of a topic or perspective they have learned about in the classroom. For examples, CAS projects/experience, Y5 overseas service trips

Source: OECD

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