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**Intercultural Teaching Competence 2**

Model and encourage perspective taking in the classroom:
E.g. Recognise when students approach global issues from monocultural perspectives and encourage students to consider the same issue from a variety of perspectives by asking questions and expressing a diversity of opinions in class (Bennett & Bennett 2004; Bond, Qian, & Huang, 2003).

Model and encourage non-judgemental approaches:

E.g. Encourage students to first describe and interpret cultural differences in gender roles or other practices before evaluating them (Bennett, 2011; Harlap, 2008).

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Expect and accept difference and appreciate differences in the relationships between teachers and learners across cultures. Such differences may include: differing expectations regarding the amount of power distance between teachers and students; or differing expectations with respect to learner initiative (Cryer & Okorocha, 1999; Dimitrov, 2009), as well as differences in students’ orientation to rules and rule following (Nisbett, 2004).

Create an inclusive learning environment that recognises the barriers students face in participating: E.g. in some students’ home cultures, women may only speak when the men have finished talking, or students only contribute when they are called upon to do so (Eland, 2001).

Model tolerance for ambiguity when students with a variety of learning and communication styles contribute to class discussion and help learners deal with uncertainty: E.g. rephrase circular class, validate student responses (Bennett, 2011; Paige, 1993, 1996).

contributions for linear learners, demonstrate patience with longer or high-context comments in

Facilitate discussion among students:

E.g. recognise differences in turn taking; manage interruptions; and perceive and comprehend high-context and low-context, as well as circular and linear contributions from students (Hall, 1986; Wieland, 1991).

Model and encourage non-judgemental approaches:

E.g. Encourage students to first describe and interpret cultural differences in gender roles or other practices before evaluating them (Bennett, 2011; Harlap, 2008).