
DEFINITION OF INTERCULTURAL LEARNING POLICY

I. Purpose

The purpose of this policy is to foster an inclusive and globally-minded educational environment that promotes intercultural understanding, respect, and dialogue.

This policy supports the acquisition of knowledge, skills, and attitudes necessary for students to engage meaningfully with diverse cultures and perspectives. In alignment with the UN Convention on the Rights of the Child, it encourages students to appreciate both their own and others' cultural identities, equipping them to navigate and contribute to multicultural societies in a respectful and effective manner.

II. Type & Scope

Type: External (Publicised)

This policy is applicable to all students, teachers, staff and school leaders at Anne Hill International School.

III. Policy Statement

International and intercultural education promotes the understanding of different people, languages, and cultures. It includes teaching and learning that accepts and respects the normality of diversity in all areas of life. It makes every effort to sensitise the learner to the notion that we have naturally developed in different ways.

Intercultural learning refers to the acquisition of knowledge, skills and attitudes (e.g. open-mindedness, inquiry and curiosity) that support the ability of learners to both understand culture and interact with people from cultures different from their own. It is developmental in the sense that learners advance through stages of progressively more sophisticated levels of understanding. This understanding includes that of different cultures as well as their own.

Specifically, to develop cultural awareness, it is important for a learner to have a sense of *cultural self-awareness*, which will form the basis for comparisons that are inevitably made by the learner. Intercultural learning may be designed to be *culture specific* by dealing with a single target culture or *culture general* by focusing on

universally applicable skills, such as perspective taking, active listening and language acquisition.

In this context the school will promote the UN Convention on the Rights of the Child and provide learning for students to understand the contexts that transform children's lives around the world.

Intercultural learning is the response to school and classroom diversity aiming to go beyond passive coexistence. It aims to develop competencies (e.g. empathy, observation, flexibility, conflict resolution and tolerance of ambiguity) to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and a productive dialogue between people and the individual ability to effectively and appropriately execute communication behaviours that negotiate each other's cultural identity or identities in a culturally diverse environment.

IV. Roles & Responsibilities

- **Management Team** – Ensure intercultural learning is embedded in policies, curriculum, and a safe, inclusive school environment.
- **Teachers** – Integrate cultural awareness into learning experiences while fostering open discussions and respect for diversity.
- **Students** – Engage in intercultural activities with an open mind, showing respect for different cultures and perspectives.
- **Parents & Guardians** – Support intercultural learning at home and participate in school events that promote diversity.
- **Staff & Community** – Help create a welcoming, inclusive environment and support cultural initiatives within the school.

V. Review Cycle and Updates

This policy will be reviewed every two years by the Head of School and the academic team to ensure it remains relevant and effective.

VI. Related Documents, Policies & SOPs

- Global Citizenship Policy
- Definition of High-Quality Teaching & Learning

Previous Update(s)	N/A	Revision Date:	N/A
Current Update	Version 1	Revision Date:	15/03/2025
Next Update		Revision Date:	

Anne Hill

ANNE HILL INTERNATIONAL SCHOOL

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