

Intercultural Teaching Competence (ITC) Framework

Foundational Competencies

The focus is on awareness of one's own and other cultures, and modelling values and skills that can help students develop intercultural awareness, skills, and openness to difference.

- 1. Develop awareness of one's own cultural and disciplinary identities, and positionality in the classroom.**
2. Anticipate, value, and accept differences among learners and ways of learning to create a sense of trust and cultural safety.
3. Model and encourage perspective-taking in the classroom.
4. Model and encourage non-judgemental approaches to exploring difference.
5. Model tolerance for ambiguity and help learners cope with the uncertainty involved in exploring difference.

Facilitation Competencies

The focus is on interacting with students and encouraging student-student interaction in ways that are respectful of cultural diversity.

6. Facilitate discussion among students with a variety of communication styles.
7. Provide feedback across cultures in a variety of ways.
8. Tailor messages to audiences with different levels of linguistic ability.
- 9. Recognize the barriers students may face in participating in class.**
- 10. Identify risk factors for learners that might surface during classroom activities.**
- 11. Create opportunities for peer learning and interaction among diverse learners.**
- 12. Build and navigate relationships with students who have different perceptions of power distance.**
13. Articulate and mediate differences in teacher and learner roles across cultures.
14. Mentor students during their transition to new cultures and disciplines.
15. Articulate the meaning of academic integrity.

Curriculum Design Competencies

The focus is on ways to intentionally engage students in discipline/program relevant learning activities that can promote intercultural and global learning.

16. Include concrete learning outcomes related to intercultural or global learning outcomes at course and curricular levels.
17. Incorporate learning resources that represent diverse perspectives, paradigms, or disciplinary approaches.
18. Create learning activities that allow students to explore difference and practice perspective-taking.
19. Design assessments that recognize and validate cultural differences in writing and communication styles.
20. Provide reflection opportunities for students to gain a better understanding of their own multiple cultural, personal, and disciplinary identities.

Terminology:

Disciplinary identity refers to “shared norms and values about what constitutes effective research and teaching” in your academic field and subject area (Becher & Trowler, 2001; Leask, 2013, in Dimitrov & Haque, 2016b).

Positionality refers to one’s personal position and interests in relation to others, especially with regard to culture, race, gender, and power hierarchies (Hertz, R. (Ed.), 1997. Introduction, viii, in *Reflexivity and Voice*. Sage Publications: Thousand Oaks, London, New Delhi).

References:

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