



PROPOSAL TO ADDRESS INTERCULTURALITY IN TEACHING AND LEARNING

Alfredo Soeiro, Maria Pinto and Susana Leitão

Universidade do Porto

avsoeiro@fe.up.pt, mariapinto@reit.up.pt, sleitao@uporto.pt

Project INTER - A Guide to Implement Intercultural Education (<http://inter.up.pt>)

1st Prize of EVENS Foundation - **Guide** available for download in six languages

Compulsory Education - Challenge into rethinking the significance of compulsory education today, critically analyzing the aims and function of compulsory schooling in our societies, and introducing the Intercultural approach as a proposal for transformation of schools.

Diversity versus Homogeneity in Schools - Ideas of homogeneity and diversity, helping the reader to identify both in her/his school environments. Show the benefits and difficulties seen in switching from a mostly homogeneous perspective (which is currently operating in most classrooms) to a diversity perspective in the process of learning which acknowledges and works out of individual variation.

School, Home, Community - Reflect on the importance of good relationships and collaboration among families, schools and other community agents, considering different alternatives of collaboration which may occur and to understand them as a continuum. Show some examples of projects and practices which promote this kind of participation.

Theoretical Assumptions - Focus on identifying the implicit/explicit theories of teachers, showing theories underlying the Intercultural approach (about teaching/learning/ communication) and reflecting upon the practical implications of former analysis.

Educational Policies - Analyze educational policies trying to go beyond the plain understanding of laws, norms and regulations to identify and recognize the ideological interests underlying models and ideas which give reason and drive all legislation.

Evaluation, Student Assessment and Quality Assurance - Encourage reflection on what evaluation is and what we think it should be. It goes beyond the testing of students' academic performances and concentrates attention on the teaching and learning process.

School Structure and Organization - Make explicit our mental images about schools, to reflect about the main dimensions in school organization, and to elaborate on the practical implications in order to build an Intercultural school.

Teaching and Learning Strategies - Studying learners and teacher's roles in depth; to contribute to the improvement of competences that teachers have to attain; to help teachers be aware of and practice different strategies; to make known different experiences which teachers could apply.