Intercultural Capability

Victorian Curriculum F–10 Version 2.0

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 200 Victoria Parade  
East Melbourne VIC 3002

© Victorian Curriculum and Assessment Authority 2024

The Victorian Curriculum F–10 has been produced for Victorian schools and reflects Victorian priorities and standards. It is derived from the [Australian Curriculum](https://v9.australiancurriculum.edu.au/), released by the [Australian Curriculum Assessment and Reporting Authority](http://www.acara.edu.au/) (ACARA).

The Victorian Curriculum and Assessment Authority (VCAA) provides links to external sites via this website, including to sites which are not controlled or authorised by the VCAA. The VCAA makes no claims as to the accuracy of the information on linked external sites and you are advised to check and comply with the terms of use for each linked site. Read the VCAA [Disclaimer](https://www.vcaa.vic.edu.au/Footer/Pages/Disclaimer.aspx).

Except for logos, trademarks or other content as indicated, the Victorian Curriculum F–10 as published through this site is licensed under the Creative Commons **‘Attribution-Non-Commercial’** licence (CC-BY-NC 3.0 Australia).

[A black and white sign with a person in a circle

Description automatically generated](https://creativecommons.org/licenses/by-nc/3.0/au)

Read the full [CC-BY-NC](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode) licence terms.

You may use the Victorian Curriculum F–10 content published on this site for non-commercial purposes in compliance with the CC licence terms, in particular, including an accurate attribution of the author/creator and the source:

**The Victorian Curriculum F–10 content elements are © VCAA, licensed**[**CC-BY-NC**](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode)**. The**[**Victorian Curriculum F–10**](https://f10.vcaa.vic.gov.au)**and related content can be accessed directly at the**[**VCAA website**](http://www.vcaa.vic.edu.au/)**.**

Third parties may own the copyright in some materials incorporated within this website.

**Commercial use**

For permissions for commercial use or use beyond the scope of the CC-BY-NC licence, please contact the [VCAA Copyright Manager](mailto:vcaa.copyright@education.vic.gov.au) and refer to the [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

For copyright information regarding the 'Australian Curriculum', refer to ACARA's [Terms of Use for the Australian Curriculum](https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).

# Contents

[Introduction 1](#_Toc168581918)

[Rationale 1](#_Toc168581919)

[Aims 1](#_Toc168581920)

[Structure 1](#_Toc168581921)

[Learning in Intercultural Capability 2](#_Toc168581922)

[Curriculum 4](#_Toc168581923)

[Foundation to Level 2 4](#_Toc168581924)

[Levels 3 and 4 6](#_Toc168581925)

[Levels 5 and 6 8](#_Toc168581926)

[Levels 7 and 8 10](#_Toc168581927)

[Levels 9 and 10 12](#_Toc168581928)

# Introduction

## Rationale

Intercultural interactions are a part of everyday life in our increasingly multicultural and globalised world. Intercultural knowledge and skills are therefore essential parts of living and working in the diverse world of the 21st century. By developing these, the Intercultural Capability curriculum fosters in students the confidence to actively contribute to the prosperity and health of Australian society.

The Alice Springs (Mparntwe) Education Declaration recognises the fundamental role that education plays in promoting and contributing to ‘a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity’. The Intercultural Capability curriculum addresses this role, supporting students to become responsible local, national and global citizens, equipped for living and working together in an increasingly interconnected world, appreciating Australia’s social, cultural and worldview diversity.

The Intercultural Capability curriculum enables students to learn to value diverse cultures, including their own. Students learn about different cultures in ways that recognise commonalities and differences, create intercultural connections and cultivate mutual respect. It also fosters greater awareness of diverse worldviews, developing a capacity for critical engagement with the benefits and challenges associated with building and maintaining social cohesion in a society of diverse cultures and worldviews.

## Aims

The Intercultural Capability curriculum aims to develop the knowledge and skills that will enable students to:

* demonstrate an awareness of the role culture plays in identity and a sense of belonging and inclusion in society
* critically reflect on how community institutions and intercultural experiences influence attitudes, values and beliefs
* recognise the importance of respect for and appreciation of cultural and worldview diversity for creating and maintaining a cohesive community
* become responsible local, national and global citizens, living and working together in an interconnected world.

## Structure

The Intercultural Capability curriculum is organised into 2 interrelated strands:

* Culture, Identity and Belonging
* Cultural Diversity.

These 2 strands focus on the following areas.

#### Culture, Identity and Belonging

This strand focuses on culture, identity and a sense of belonging and inclusion, as well as intercultural experiences and attitudes, beliefs and behaviours. It also focuses on policies and practices of institutions and intercultural relations and experiences.

#### Cultural Diversity

This strand focuses on barriers to and enablers of critical and respectful engagement within and between cultural groups. It also focuses on benefits and challenges associated with living and working in a culturally diverse world and the connection between respect for worldview diversity and social cohesion.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Intercultural Capability, students progress along a learning continuum that provides the first achievement standard at Level 2, and then at Levels 4, 6, 8 and 10.

The skills developed in Intercultural Capability are described in the achievement standards. These skills can be developed by teaching the underpinning knowledge that is described in one or more content descriptions within or across strands, selecting different content descriptions as appropriate, taking into account student need and the learning context. It may be the case that a particular content description links to more than one part of an achievement standard, in that it describes knowledge that is relevant to more than one skill.

### Content descriptions

In Intercultural Capability, content descriptions sequence and describe the knowledge and understanding that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Intercultural Capability

### Intercultural experiences

The Intercultural Capability curriculum focuses on students developing the knowledge and skills that will enable them to appreciate and navigate intercultural experiences. Intercultural experiences are any experiences that involve an element of interaction or influence between 2 or more cultures. These experiences could be direct (for example, when cultural groups engage directly with one another in the school community) or indirect (for example, when students watch a documentary about the experiences of people from another culture).

### Intercultural Capability, Personal and Social Capability and respectful relationships

Personal and Social Capability can form the basis of a whole-school program on respectful relationships. Intercultural Capability is strongly connected to Personal and Social Capability knowledge and skills related to empathy, openness, respect and conflict resolution, and could be included in such a program.

### Worldviews

The Intercultural Capability curriculum develops students’ awareness of the connection between respect for worldview diversity and social cohesion. Students gain a general knowledge of non-religious, religious and spiritual worldview diversity rather than receiving instruction in any particular worldview. This general knowledge is intended to contribute to the fostering of social cohesion.

### Cultural and worldview sensitivity

It is the responsibility of schools to ensure that they exercise a duty of care in relation to the health and safety of all students when teaching the Intercultural Capability curriculum, in line with the Victorian [Child Safe Standards](https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/) and associated school policies.

Involving students in analysing their own and different cultural and worldview identities and sense of belonging and inclusion can be an effective way to develop intercultural capability, but some students may not wish to share knowledge about themselves with others. Schools should ensure that students have provided informed consent before a teacher uses knowledge of a student’s cultural or worldview background in class, and provide alternatives for students who do not wish to undertake any activity that requires them to share their own experience.

Additionally, when teaching students about diverse cultures, teachers should begin with Aboriginal and Torres Strait Islander cultures, developing an understanding that there are many Aboriginal and Torres Strait Islander cultures, and prioritising local Koorie cultures where possible. When teaching students about Aboriginal and Torres Strait Islander cultural expressions, teachers must follow the [protocols](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx) developed by the Department of Education and the [Victorian Aboriginal Education Association Incorporated](https://www.vaeai.org.au/) (VAEAI). These protocols seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions so that all Australians can engage respectfully and feel connected to this identity.

# Curriculum

## Foundation to Level 2

### Band description

From Foundation to Level 2, the curriculum focus is on developing the knowledge and skills that students need to learn about cultures in their immediate world. Learning typically focuses on the student’s immediate family, friends, school and community. Students explore a range of examples showing how culturally diverse individuals live, such as choosing food, clothing or housing, cultural celebrations and use of language. They consider how worldview diverse individuals and families live in familiar places and contexts by exploring, for example, how religious buildings and spaces or other local sacred sites are engaged with, celebrations at local festivals, or initiatives to care for local environments.

The curriculum provides the opportunity for students to start exploring how to engage respectfully with people from diverse cultures. They begin to understand the concepts of cultural and worldview diversity.

### Achievement standard

By the end of Level 2, students identify and describe ways in which culturally and worldview diverse individuals and families live. They identify and describe a range of ways to be respectful in intercultural experiences and identify and describe cultural diversity in familiar places.

### Content descriptions and elaborations

#### Strand: Culture, Identity and Belonging

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| ways in which culturally diverse individuals and families live, including their own family  VC2CI2C01 | * sharing stories about familiar cultural practices and describing their importance to the family * exploring how knowledge about cultures and different ways of life is shared through the arts, and using examples to share knowledge about cultures with peers * exploring ways in which culturally diverse communities use plants and animals for food, clothing and shelter |
| verbal and non-verbal ways to engage respectfully with people from diverse cultures  VC2CI2C02 | * developing strategies to support understanding of respectful body language, and identifying situations where this understanding might be used * experimenting with different text types, such as texts that use pictures and symbols, and discussing how these can help to provide access to information for people from diverse cultures; discussing how different text types demonstrate respect for people from diverse cultures * creating and performing short dramatic activities that demonstrate verbal and non-verbal ways to engage respectfully with people from diverse cultures, such as using appropriate greetings, body language and gestures |

#### Strand: Cultural Diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| cultural diversity in familiar places, including the school and/or local community  VC2CI2D01 | * identifying different ways in which special occasions are celebrated by diverse groups in the school, such as by eating special meals * discussing diversity in cultural groups who are typically represented at a local community event such as a music festival * creating a musical sequence of their choice using instruments from cultural groups in the school * exploring interconnections between culturally diverse people in the local area, such as through local shops or market stalls |
| expressions of worldview diversity in familiar places and contexts, such as at local festivals and sacred sites or through caring for places and other living things  VC2CI2D02 | * exploring how worldviews are expressed through the arts, using, for example, resources created or co-created by Aboriginal and Torres Strait Islander Peoples * responding to a given calendar of events for a familiar place by discussing religious festivals and their importance for different groups * discussing why some places in the local community are special to people and how they are cared for, including ways in which children can be involved in their care * exploring and discussing performances in local festivals and the values that are portrayed * using drama techniques such as role-playing, tableaus or storytelling to depict different ways in which places are cared for, including ways that reflect values associated with a particular worldview, such as environmental stewardship |

## Levels 3 and 4

### Band description

In Levels 3 and 4, the curriculum provides the opportunity for students to compare diverse cultures, which could include consideration of cultural practices such as choice of food, clothing or housing, cultural celebrations and use of language. Students consider how a range of cultural and worldview communities foster a sense of belonging and inclusion, and consider how cultural practices enable this. They continue to learn about cultures relevant to their social world of family, home, school, friends and neighbourhood, and begin to learn about cultural and worldview diversity in unfamiliar places on a local scale.

### Achievement standard

By the end of Level 4, students describe similarities and differences among diverse cultures and describe ways in which diverse cultural and worldview communities foster a sense of belonging and inclusion. They explain what they can learn about themselves and others from intercultural experiences and identify and describe ways to build intercultural understanding among culturally diverse groups and individuals, including through intercultural experiences.

### Content descriptions and elaborations

#### Strand: Culture, Identity and Belonging

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| similarities and differences among diverse cultures, including their own, and how cultural communities foster a sense of belonging and inclusion  VC2CI4C01 | * exploring how an event such as the new year is significant for many cultures and comparing ways in which it is celebrated * exploring the link between being included and a sense of belonging, for example by researching how diverse communities gather together to celebrate individual milestones such as birthdays * investigating how rules related to culture, such as wearing a uniform, can foster a sense of belonging and inclusion, and promote harmony and respect * exploring how diverse cultural communities use song to foster a sense of belonging and inclusion * investigating characteristics of places that foster a sense of belonging and inclusion * discussing ways in which their school community could improve a sense of belonging and inclusion for students from diverse cultures |
| understandings that can be gained from intercultural experiences, including a critical perspective on, and respect for, diverse cultures, including their own  VC2CI4C02 | * identifying an existing perspective, such as what it might be like to live in another place, outside Australia, and reflecting on what they have learnt from researching how young people live there * discussing what kind of intercultural experiences build mutual understanding, for example those involving equal participation * exploring the cultural significance of traditional foods, farming practices and food-related celebrations across various communities, including Koorie cultures, and reflecting on what they have learnt * using listening skills to identify similarities and differences across samples of music from different cultural communities and reflecting on what they have learnt |

#### Strand: Cultural Diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| ways in which intercultural understanding between culturally diverse groups can be encouraged and achieved  VC2CI4D01 | * exploring and resolving common misunderstandings in imagined intercultural situations and reflecting on the importance of engaging with diverse perspectives to broaden knowledge and build mutual understanding * exploring how the arts can be used to promote intercultural understanding * exploring how intercultural understanding develops connections between culturally diverse groups and discussing ways in which intercultural understanding is encouraged in a local context of their choice |
| how non-religious, religious and spiritual communities foster a sense of belonging and inclusion for their members  VC2CI4D02 | * learning from Aboriginal and Torres Strait Islander Elders about how their communities foster a sense of belonging and inclusion * investigating the missions of animal welfare groups and how they reflect a worldview on the relationship between animals, humans and the wider natural world; exploring how these groups involve members * visiting or researching a range of places used for religious gatherings and reflecting on how these places foster a sense of belonging and inclusion * learning from local leaders about how and why their communities foster a sense of belonging and inclusion |

## Levels 5 and 6

### Band description

In Levels 5 and 6, the curriculum focus is on culture and identity, as expressed through lifestyle, social roles, behaviour or beliefs, recognising that identity can be influenced by one or more cultures.

Students continue to develop a critical perspective, considering a range of barriers to and enablers of respectful engagement with and between diverse cultural and worldview groups, including community and government initiatives to promote harmony and respect, and positive and negative influences on intercultural experiences.

### Achievement standard

By the end of Level 6, students explain cultural influences on identity and explain how attitudes, beliefs and behaviours can influence intercultural experiences positively and negatively.

They explain barriers to and enablers of critical and respectful engagement among culturally and worldview diverse individuals and groups, considering the role of community and government initiatives and intercultural experiences.

### Content descriptions and elaborations

#### Strand: Culture, Identity and Belonging

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| how identity can be influenced by one or more cultures  VC2CI6C01 | * exploring a range of popular and traditional cultural practices or artefacts and how they influence identity, for example how and why adaptations of music genres occur across cultures and how these adaptations connect to identity * discussing stories featuring characters whose parents have different cultural heritages and how this influences their identity * exploring works from artists whose identity is influenced by one or more cultures and how this influences their arts practice |
| how attitudes, beliefs and behaviours can affect intercultural experiences positively or negatively, considering empathy and inclusion, discrimination and stereotyping  VC2CI6C02 | * exploring examples to understand the link between non-stereotyping and improving empathy in intercultural experiences * visiting a cultural museum such as the Immigration Museum and exploring how the museum fosters positive intercultural experiences * exploring examples of how cultural stereotyping can influence design of products and services, and discussing the impacts on users |

#### Strand: Cultural Diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| barriers to and enablers of critical and respectful engagement within and between diverse cultural groups  VC2CI6D01 | * exploring potential barriers to intercultural understanding, for example language, and discussing possible ways to address or reduce barriers, such as government agencies using translation services * investigating how digital platforms, social media and artificial intelligence technologies can promote or hinder intercultural communication, discrimination and stereotyping * investigating how a cultural group engages with its youth, and barriers to and enablers of critical and respectful engagement |
| community and government initiatives to promote harmony and respect among people with diverse worldviews  VC2CI6D02 | * investigating local community or government initiatives to help people understand more about the custodial responsibilities Aboriginal and Torres Strait Islander Peoples have for Country and Place, including how these responsibilities reflect the worldviews of Aboriginal and Torres Strait Islander Peoples * investigating local or global interfaith initiatives, such as the United Nations World Interfaith Harmony Week, and discussing how the program promotes harmony * investigating the role of institutions and organisations that aim to promote a cohesive society, for example the Special Broadcasting Service (SBS) or the Victorian Multicultural Commission * visiting a community institution such as the Islamic Museum of Australia or the Jewish Museum of Australia and reflecting on how these institutions foster engagement among worldview diverse individuals and groups * investigating how government agencies conduct community engagement on issues such as water or land management, including promoting understanding of perspectives informed by different worldviews * investigating how local communities, workplaces and institutions, such as schools, aged care residencies, universities and hospitals, provide spiritual care for people of diverse worldviews |

## Levels 7 and 8

### Band description

In Levels 7 and 8, the curriculum focus is on developing the knowledge and skills that students need to appreciate and critically reflect on living and working in an interconnected and culturally and worldview diverse world. Students have the opportunity to explore how these interconnections can lead to cultural change, for example as expressed through changes in cultural practices, and how change influences identity and a sense of belonging and inclusion.

Students develop an understanding of how rights and responsibilities contribute to social cohesion in culturally and worldview diverse contexts, and consider the importance of cultural safety and how this can be fostered.

### Achievement standard

By the end of Level 8, students explain how cultural change can influence identity and a sense of belonging and inclusion. They evaluate cultural safety in different intercultural contexts. They explain the importance of rights and responsibilities, and evaluate how they intersect with worldviews in different contexts.

Students analyse the challenges and benefits of living and working in a culturally diverse society and an interconnected and culturally diverse world.

### Content descriptions and elaborations

#### Strand: Culture, Identity and Belonging

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| change in cultures, including their own,  in a range of contexts, and how this influences identity and a sense of belonging and inclusion  VC2CI8C01 | * discussing possible consequences when cultural practices are not maintained, for example in successive generations of migrant communities, and how this influences identity and intergenerational belonging and inclusion * exploring how change in cultures influences people’s connection to and affiliation with different cultural communities and associations over time * exploring the cultural connectedness of people to places and how identity and a sense of belonging are affected by changes in places * exploring how and why cultures change and how this impacts arts practices |
| attitudes, beliefs and behaviours that foster cultural safety in different contexts  VC2CI8C02 | * engaging with Aboriginal and Torres Strait Islander Peoples to understand yarning circles and their significance in fostering cultural safety through the values and principles of reciprocity and equal participation * identifying intercultural skills necessary to foster cultural safety in workplace contexts, and evaluating a range of case study scenarios * discussing how cultural stereotypes can influence cultural safety, and discussing attitudes, beliefs and behaviours that promote cultural safety * investigating strategies used to increase the participation of people from culturally diverse groups in public spaces or in public activities such as surf lifesaving * discussing what makes an online environment culturally safe |

#### Strand: Cultural Diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the benefits and challenges of living and working in a culturally diverse society and an interconnected and culturally diverse world  VC2CI8D01 | * investigating the benefits and challenges of globalisation, evaluating how intercultural relationships may help to foster inclusiveness or contribute to division, for example between high-income and low-income nations or through intercultural events such as international or national sporting events or tourism * engaging in dramatic activities to create and perform short scenes that depict encounters between characters from different cultural backgrounds, highlighting the challenges, misunderstandings and opportunities for growth that arise * investigating cultural bias in the context of different technologies, such as artificial intelligence, and the implications for culturally diverse people in their daily lives * investigating challenges and opportunities for businesses in culturally diverse communities, for example in relation to goods and services offered and target markets |
| the importance of rights and responsibilities, and how rights and responsibilities intersect with diverse worldviews in different contexts  VC2CI8D02 | * investigating how diverse worldviews were involved in the drafting of the Universal Declaration of Human Rights * investigating the Victorian Charter of Human Rights and its protections for all Victorians * examining examples of how environmental protection laws can be challenged and changed, considering how perspectives on environmental protection intersect with worldviews |

## Levels 9 and 10

### Band description

In Levels 9 and 10, the curriculum focus is on developing the knowledge and skills that students need to engage in complex discussions about interrelationships within and between cultures. This includes the less tangible aspects of culture, such as values associated with worldviews, attitudes, social roles and ways of thinking, and their connection to identity and a sense of belonging and inclusion.

The curriculum provides the opportunity for students to make a connection between the challenges and benefits associated with a socially cohesive, culturally diverse society; intercultural relations and experiences; and the policies and practices of institutions. Students further develop a critical perspective through considering the involvement of a diversity of worldviews in addressing social and environmental challenges.

### Achievement standard

By the end of Level 10, students explain a range of ways in which diverse cultures influence one another, and analyse how this impacts identity and a sense of belonging and inclusion. They explain how institutions influence intercultural relations and experiences in different contexts, and analyse the challenges and benefits of building and maintaining a cohesive, culturally diverse society.

Students evaluate worldview community inclusion in addressing social and environmental challenges, analysing the contribution of diverse worldviews.

### Content descriptions and elaborations

#### Strand: Culture, Identity and Belonging

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| how diverse cultures, including their own, influence one another in a range of contexts and how this impacts identity and a sense of belonging and inclusion  VC2CI10C01 | * exploring an issue involving the intersection of diverse cultures and its impact on identity, belonging and inclusion, for example by comparing experiences of voluntary and forced migration * investigating the changing cultural composition of their local community and of Australia more broadly using data sources such as the Australian Bureau of Statistics, and discussing how this may influence cultural change and a sense of belonging and inclusion * exploring how community group logos foster a sense of belonging and inclusion, and designing a logo that reflects cultural diversity within a community group such as the school |
| ways in which intercultural relations and intercultural experiences are influenced by policies and practices of a range of institutions  VC2CI10C02 | * exploring the concept of systemic racism and examples of institutions improving policies and practices to address this * investigating guidelines for intercultural and interreligious competencies provided by the United Nations, the Council of Europe and the Victorian Multicultural Commission, and discussing their importance in different contexts * investigating how institutions such as the Department of Foreign Affairs and Trade support positive intercultural experiences for Australian businesses establishing export markets |

#### Strand: Cultural Diversity

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the components of a cohesive, culturally diverse society and the benefits and challenges of building and maintaining social cohesion  VC2CI10D01 | * researching the rationale of organisations such as the police force and sporting groups for recruiting from diverse cultural groups * exploring examples of intolerance or prejudice presented in the media, and analysing its impact |
| how diverse worldviews can contribute to addressing social and environmental challenges  VC2CI10D02 | * investigating sustainability challenges that involve engagement with diverse worldviews, and evaluating engagement practices * exploring social issues in the local area, and local interfaith engagement to address these issues * investigating a social challenge and the involvement of non-religious, religious and/or spiritual worldview communities |