



## **RATIONALE:**

Long Bay College places a strong emphasis on staff and students developing a global perspective, valuing cultural diversity and working together to integrate all students from different cultures.

All members of the school community are encouraged to identify with and celebrate their own cultural identity; to live, work and learn effectively within an accepting and empathetic community where there are many different cultures; and to consider their place in a culturally diverse world and how they might contribute to its improvement.

## **POLICY:**

The College will promote this through:

### **1. The development of International Mindedness**

Staff and students will be provided with opportunities to develop a greater global consciousness, learning about local and world issues and getting involved in activities that encourage responsible citizenship, both globally and locally. They will also develop greater international mindedness by learning more about the diversity of cultures in the College itself and finding ways to appreciate their value as a way to understanding their connection to the world community.

Long Bay College students will be global citizens who are internationally minded, with a view of the world in which they see themselves connected to the global community, and show respect and assume a sense of responsibility for its members. They will appreciate the value of other cultures and systems, and New Zealand's position in the world as an independent and bicultural nation. They will demonstrate an increasingly global perspective and sense of duty, to promote and develop a better and more peaceful world which will be their future.

### **2. The development of Intercultural Competence**

Staff and students will need to demonstrate intercultural competence in order to ensure that behaviour and communication are both effective and appropriate in intercultural interactions. They will be provided with the opportunities to gain the knowledge, skills and attitudes necessary to enable them to develop a more flexible, adaptable and empathetic approach when teaching, learning and communicating with people from other cultures.

Through learning how to understand and communicate better with our culturally diverse school community, all members will develop an insight into people and cultures across the world, and a respect and concern for the well-being of the world community. They will learn how to live, work and learn together effectively and with mutual respect. Students will also develop an awareness of the inter-relatedness of all nations and peoples, and a recognition of the complexity of these relationships as they become responsible global citizens with a commitment to the values of a community.

The cultural diversity of the school community will be explored, incorporated and celebrated at every opportunity, so that students learn in a setting where cultural diversity is accepted as the norm. This perspective will not only extend into the broader community but encourage local families from diverse cultural backgrounds to join in and support students' learning with greater understanding.

The fostering and development of international mindedness and intercultural competence across the school community will also reinforce the key competencies of the New Zealand Curriculum, particularly in terms of:

- **Relating to others** - Interacting effectively with a diverse range of people in a variety of contexts.
- **Participating and Contributing** - Being actively involved in communities

This policy is intended to be consistent with the requirements of the Privacy Act 2020.

<b>New/Reviewed</b>	<b>Tabled</b>	<b>Approved and Adopted by the Board of Trustees on</b>	<b>Signed</b>
New Policy	7/2/18	7/2/18	By Robyn van der Sande, Chairperson
Under Review June 2021	6/07/2021	7/9/2021	By Kevin de Jong

## **LONG BAY COLLEGE INTERNATIONALISATION POLICY**

### **STRATEGIES AND PROCEDURES TO DEVELOP INTERNATIONAL MINDEDNESS AND CULTURAL COMPETENCE**

1. The ethics of an interconnected global society are reflected in the school's mission statement and values.
2. Commitment at all levels of management is visible, including an understanding of the priorities of other cultures, and the recognition of the reality of living in an interdependent world.
3. First and foremost, programmes must recognise the unique bicultural nature of New Zealand. Te Reo, Tikanga Maori and Ao Maori will be promoted through the curriculum, activities and ceremonies of the school in line with our partnership and commitment to Te Tiriti o Waitangi. This cultural responsiveness will lead the way for programmes to be developed to recognise and promote the many other cultures of the College too.
4. Teaching and learning programmes across the curriculum will endeavour to reflect international and multicultural perspectives in the choice of content, resources and assessment, to encourage students to consider their place in a culturally diverse world and how they might contribute to its improvement.
5. Staff will be provided with PLD opportunities which support them to develop their own global understanding and intercultural competence. This will enable them to understand better how to model good practice and greater inclusivity.
6. The cultural diversity of the student body will be recognised and celebrated in the classroom. The students' backgrounds and cultures should also be used as a resource.
7. In the broader life of the school, cultural diversity should be evident in school events and ceremonies, in leadership structures and in sporting and cultural activities.
8. Cultural diversity and heritage will be celebrated with special events like the Cultural Festival, community gatherings which promote and support our ethnic groups, and the celebration and/or recognition of cultural events which are important to our culturally diverse community. The celebration of biculturalism and multiculturalism will play an important role in encouraging students to value their own cultural identity and how they fit in the community, both locally and globally.
9. Staff will encourage the use of home languages when appropriate as a way to improve students' learning. Bilingualism will be recognised and celebrated as a huge asset. Prior learning and the learning of other community languages outside the school will be valued, and opportunities will be provided, where appropriate and available, for NCEA assessment and accreditation.
10. Long Bay College will actively promote the study of additional languages other than English with multiple entry points, as a way to overcome cultural barriers and enable students to gain valuable skills for their future.
11. Long Bay College will be mindful of staff and students transitioning to Long Bay College, to support them as they learn new systems, educational and cultural, and adopt the College culture. This will also include support for families of students of different cultures through information sessions and cultural gatherings.
12. The promotion of inclusion and integration will be at the heart of the classroom, with staff modelling good practice.
13. There will continue to be support for International Student programmes, recognizing the educational, cultural and personal value these students both gain from being at Long Bay College and also bring to the school.

14. EAP will continue to develop English language learners with language and skills, so they integrate more effectively and achieve in Mainstream subjects. Staff will continue to be provided with skills to support these students. A buddy system will also be developed to foster greater integration.
15. Long Bay College will continue to develop relationships with other schools, nationally and overseas. Opportunities for students and staff to share learning experiences may be in person and/or digitally.
16. Long Bay College will create opportunities for students to explore their role and their understanding of global issues outside the classroom context. This can happen in the form of trips within New Zealand and internationally, as well as through targeted and relevant extra-curricular activities that promote leadership and an international awareness.