

Unit 2

Intercultural dialogue and communication

Part One

What does good intercultural dialogue mean?

- a) Presentation of cases with positive or negative outcomes collected by inservice teachers
- b) Analysis of obstacles to a dialogical cooperation between the teachers and ethnic minority parents
- c) Discussion of problems and solutions for improving academic achievement and well-being of minority children by a good ID

Part Two

From communication to cooperation

- a) Being self-aware: expectations of teachers, stereotypes and prejudice
- b) Knowing the other: knowledge about ethnic minority groups, educational systems of ethnic minority groups, expectations of parents
- c) The concepts of culture and multi-culturalism
- d) Interpersonal and cross-cultural communication, role-relationships and power, influence from the context (space, time, organisational and institutional factors)
- e) Preparation of grids to collect observations on ID in classes during the individual training of the formal curriculum.