Designing pedagogical practices for teaching in educational spaces culturally and linguistically diverse


**BACKGROUND**

**THEORETICAL**

Intercultural competence is defined as the knowledge, skills, attitudes and policies professionals in ongoing professional processes with the aim of creating effective work with people from various cultural backgrounds. Immigrants should be able to express their own cultural identity and be free of cultural and social prejudice.

**METHODOLOGY**

**OBJECTIVE**

Examining perceptions and attitudes about the development of intercultural competences in two groups of pre-service teachers.

**RESULTS**

**GROUP A**

- Increased curiosity and personal interest in children from different cultural backgrounds.
- Increased respect and empathy towards children from different cultural backgrounds.
- Increased knowledge of other cultures and languages.

**GROUP B**

- Increased empathy and flexibility towards children from different cultural backgrounds.
- Increased openness and curiosity about other cultures and languages.

**CONCLUSIONS**

**GROUP A**

New knowledge in wider cultural contexts and their response was more practical and dynamic.

**GROUP B**

The teaching-learning concepts reflected neither a broad-based vision nor a meaningful expression of cultural and social contexts.

**Innovation**

+ Extra-curricular learning

**Social and Community Interactions**

Play an important role in shaping intercultural competence and significantly contribute to the traditional experience at school.

**Ethnocultural Self-Awareness**

Group A: Increased curiosity in a broader perspective of children from different cultural backgrounds. Group B: Increased curiosity in a specific context of children from different cultural backgrounds.

**Specific Cultural Information**

Group A: Increased curiosity in a broader perspective of children from different cultural backgrounds. Group B: Increased curiosity in a specific context of children from different cultural backgrounds.

**Empathy**

Group A: Increased openness and curiosity about other cultures and languages. Group B: Increased empathy and flexibility towards children from different cultural backgrounds.

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