


# CULTURE

## Aim Of This Seminar



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"The better we know each other the easier it is to learn from each other."


## What is meant by CULTURE?



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Definition in this context –

**"Customs, achievements, etc. of a particular civilisation or group."**




## Culture in Community

### Let's consider a Boarding School

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- Dominant School Culture
- Dominant Boarding Culture
- Dominant Subject/Class Culture
- Dominant Regional Culture
- Dominant Family Culture



## CULTURAL MIX

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***Dominant Macro Cultures***

1. Christian Culture
2. Culture of Immanuel College Itself

***Sub Micro Cultures***

- Australian Students
- Indigenous Australians
- International Students
- Youth Culture



## The Christian Culture of the Immanuel Community - DOMINANT

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- Fixed - a crucial part of the Mission Statement. The method of delivery may change but the content and context of the culture is fixed – solid.
- Static - This is the dominant culture on which the college was established and still counts as its foundation.
- It is seen in foundation stones and plaques.
- It is to be taught in Religious Studies, Chapel, Church and Reflections.
- It is to be lived in the Pastoral Care inculcated by the teachers/house parents.



## The Culture of Immanuel College Itself - DOMINANT

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- This is seen in the Mission Statement and in the Aims and Objectives of Immanuel.

*It is dynamic.* It does change with time and is affected by the attitudes and values of personnel – teachers, parents and students. It is affected by the sub cultures within the school. Changes however are generally incremental and minimal.



## The Cultures that Australian Students bring with them - SUB MICRO

### *Dynamic*

- From regional areas which include South East, West Coast, Roxby Downs etc.
- From their own family background.

Irrespective of from where we come we have our own way of doing things, saying things, expressing ourselves. We have our learned and accepted home values and culture.



## The Cultures that Indigenous Australians Bring with Them - SUB MICRO

### Static and *Dynamic*

- This varies with their particular location in Australia and also the tribe or mob to which they belong – Pitjanjatjara, Adnyamathanha, Aranda, etc.



## Cultures of the Overseas Students - SUB MICRO

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### *Dynamic*

- These are many and varied and are determined by the country from which the students come. Presently there are students from China, Japan, Hong Kong, Germany and Estonia. We also have them from Thailand, Malaysia and Taiwan.



## Youth Culture - SUB MICRO

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### *Dynamic*

- Youth have their own way of representing themselves irrespective of their place of origin. This manifests itself in the way they dress, wear their hair, and in the entertainment they seek: music, film, live performance. It is also shown in their style of communication and through and in their sport.

## BRINGING THE STUDENTS TOGETHER

- What emerges when we bring the students together?
- Does the Boarding House/Class room/etc. have a culture?
- What are the expectations, goals and objectives of any class room/Boarding House/etc?

WHERE DO YOU LIVE?  
CAN YOU TEACH ME YOUR LANGUAGE?





## EXPECTATIONS

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- **What are the expectations of a student when they enter a boarding school situation?**
- **What are the expectations of the parents sending their daughter/son away from home to be entrusted to the Boarding School?**
- **Do these expectations align with the expectations of the Boarding House itself?**



## STUDENT EXPECTATIONS

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- All expect to be well fed with food and drink, to live in a comfortable and safe environment, and to be able to physically rest as and when appropriate.
- All expect to live in peace, harmony and safety with others – to have security of person and possession.
- All expect that they will fit in, be accepted for who they are and be able to form friendships.
- All expect that their skills and abilities will be recognised and that they will be popular.
- All expect that they will be able to achieve their goals academically, socially and in the sporting field.  
ABRAHAM MASLOW
- All expect that they will gain in general knowledge and learn more about life.
- All hope that they will gain in and be recognised for their beauty, balance, prowess and form.
- All hope that they will be able to help others, their peers in particular, to achieve their aspirations.  
ALAN CHAPMAN



## MY PRESENT WORKPLACE

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- What is the defining nature of my present work place?
- What indeed determines the culture of this particular boarding house?



## ITS UNIQUENESS

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- Coeducational. Both boys and girls sharing the same building.
- Separate bedrooms, lounges, bathrooms, girls' laundry and toilets.
- Shared dining, laundry, common lounge with its home theatre, 8 ball table, kitchenette, computers and wood fuelled fire place.
- Shared Reception area, sick rooms and storage facilities.



## A TABULAR BREAK DOWN

YEAR	BOYS	GIRLS
7	1	0
8	1	4
9	7	5
10	14	13
11	15	12
12	7	15
<b>TOTAL</b>	<b>45</b>	<b>49</b>
<b>GRAND TOTAL</b>	<b>94</b>	

- Senior students outnumber junior (approx 80% students in Senior School: 10 – 12)
- Culture influenced more by mid to upper teen culture (15 – 17) than lower teen (13 – 14) or upper teen (18 – 19).
- Gender balance almost 50:50

## TABLE 2

STUDENT BREAK DOWN	NUMBER	%
Overseas	25	26.6
Asian	19	20.2
New students - term 3, 2003	9	9.6
New students - term 3, male	6	6.4
New students - term 3, female	3	3.2
Indigenous	10	10.6

- 25 overseas include 1 German, 1 Estonian and 4 expats living in Japan, Indonesia and Solomons.
- 19 Asians include 1 Taiwanese, 1 Thai, 1 Japanese, 1 Malay. 4 mainland Chinese and 12 from Hong Kong.
- New students who began term 3 did not affect the culture. (1 girl shook it up but departed).
- Indigenous students a significant 10%. Empathise with new students struggling to find a place. Female students especially will speak out.



## WHAT INFLUENCE THE STAFF?

- Mature, well travelled, multiculturally immersed, like minded Christian.
- 4 full time, 3 part time.
- 4 female, 3 male. All males are full time.
- All travelled and lived overseas.
- 11 languages spoken including: English, Japanese, Malay, Cantonese, Mandarin, Finnish, Swedish, Italian, Maltese, Italian, Arabic, Estonian, Bulgarian.
- 1 has an understanding of the Australian Aboriginal and Islander culture and Papuan New Guinea culture.
- 2 grew up in rural South Australia and 1 has lived in different parts of rural South Australia and Queensland.
- All are culturally inclusive, being sensitive to the needs of overseas students as well as Australian students.
- All are practising Christians.
- 3 have University degrees and 2 are practising part time teachers.



## CASE STUDY ONE

Blue Eyed Blonde Versus Brown Eyed Dark Hair



## CASE STUDY TWO

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### Understanding Through Communication



## CONCLUSION

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- We all come together with our own cultures which we adapt to the dominant Immanuel College Boarding culture.
- The boarding culture is based on Christian attitudes and values which should not change – solid constants reflecting God's perfect social justice.
- The boarding culture does however shift and move from time to time – hopefully for the better – to accommodate and reflect the many micro cultures that come with its students.