



Australian Government  
Department of Education,  
Science and Training

A guide to implementing the  
*National Statement for  
Engaging Young Australians  
with Asia in Australian Schools*

## Teacher and School Resource



Asia Education  
Foundation

*A guide to implementing the National Statement for Engaging Young Australians with Asia in Australian Schools: Teacher and School Resource*

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# Introduction

## 1.1 Ministerial endorsement of the National Statement

This teacher and school resource has been developed to support school leaders and teachers to introduce and sustain the teaching of studies of Asia and Australia. Its basis is the *National Statement for Engaging Young Australians with Asia in Australian Schools\** (Commonwealth of Australia, 2005). The growing significance of Asia for Australia provides the economic, strategic and cultural context within which the National Statement was endorsed by the Ministerial Council on Education Employment, Training and Youth Affairs (MCEETYA) in 2005. This new statement builds on the significant work undertaken since 1993 by all education jurisdictions and schools across Australia in integrating studies of Asia across learning areas.

In endorsing the National Statement, Ministers of Education across Australia have signalled their commitment to and the importance of educating Australians for a world in which the Asian region plays a major role.

## 1.2 The role of the Asia Education Foundation

The Asia Education Foundation (AEF) is a national organisation that supports Australia–Asia engagement through studies of Asia in primary and secondary schools. The foundation is a joint activity of Asialink at the University of Melbourne and Curriculum Corporation, with core funding from the Australian Government Department of Education, Science and Training (DEST).

The AEF works in partnership with government and non-government education agencies, universities, philanthropic foundations and the corporate sector to:

- promote and support the study of Asia across the curriculum
- develop Asia-related print and electronic materials
- promote the study of Asia through professional learning
- educate the broader community about the importance of young Australians engaging with Asia.

For further information about the AEF's national and State and Territory programmes and to download this resource, go to <http://www.asiaeducation.edu.au>.

\*National Statement for Engaging Young Australians with Asia in Australian Schools can be found on the MCEETYA website at <http://mceetya.edu.au/mceetya> and on the AEF website under National Statement at <http://www.asiaeducation.edu.au>.

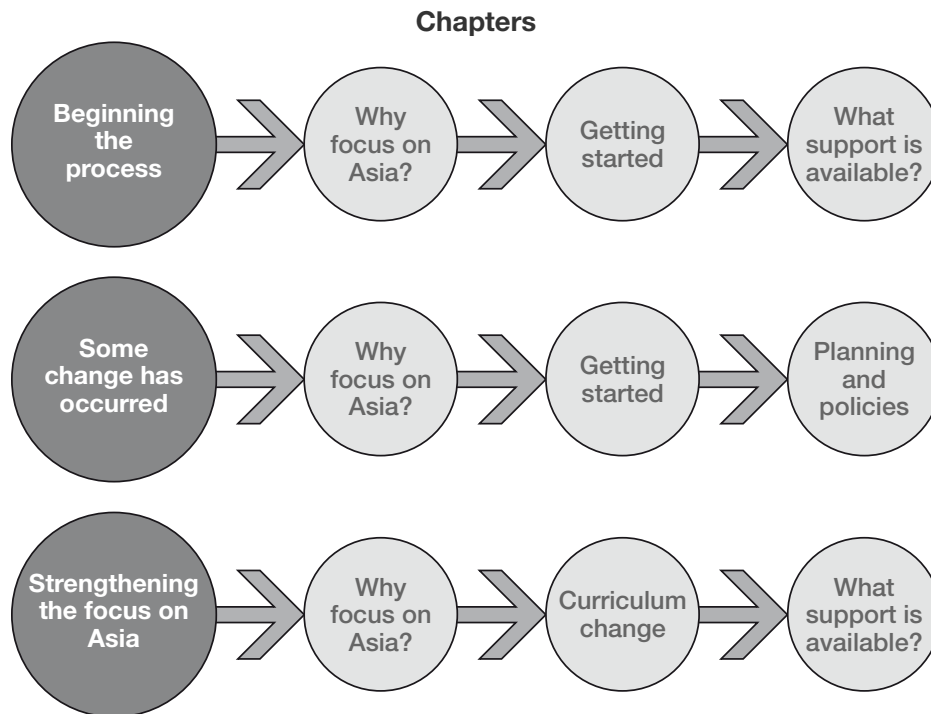


## 1.3 How to use this resource

This resource is designed to assist schools in moving towards a formal, whole-school commitment to implementing the learning emphases described in the National Statement. It builds on the work of teachers who have pioneered the teaching of an Asia-engaged approach and borrows from schools that already have well-developed, whole-school approaches to the studies of Asia and Australia.

This resource is a guide only and will be most effective when used in conjunction with State and Territory planning and curriculum frameworks.

### Starting points for schools



## 1.4 What are studies of Asia and Australia?

Studies of Asia and Australia refers to the explicit inclusion of content on Asia in a range of the learning areas/ disciplines (eg English, the Arts, Studies of Society and the Environment (SOSE), Languages, Maths). It is not a separate learning area or discipline, but is intended to be infused into appropriate levels and areas of the curriculum to provide students with sequenced and sustained understandings of the region within an Australian context.

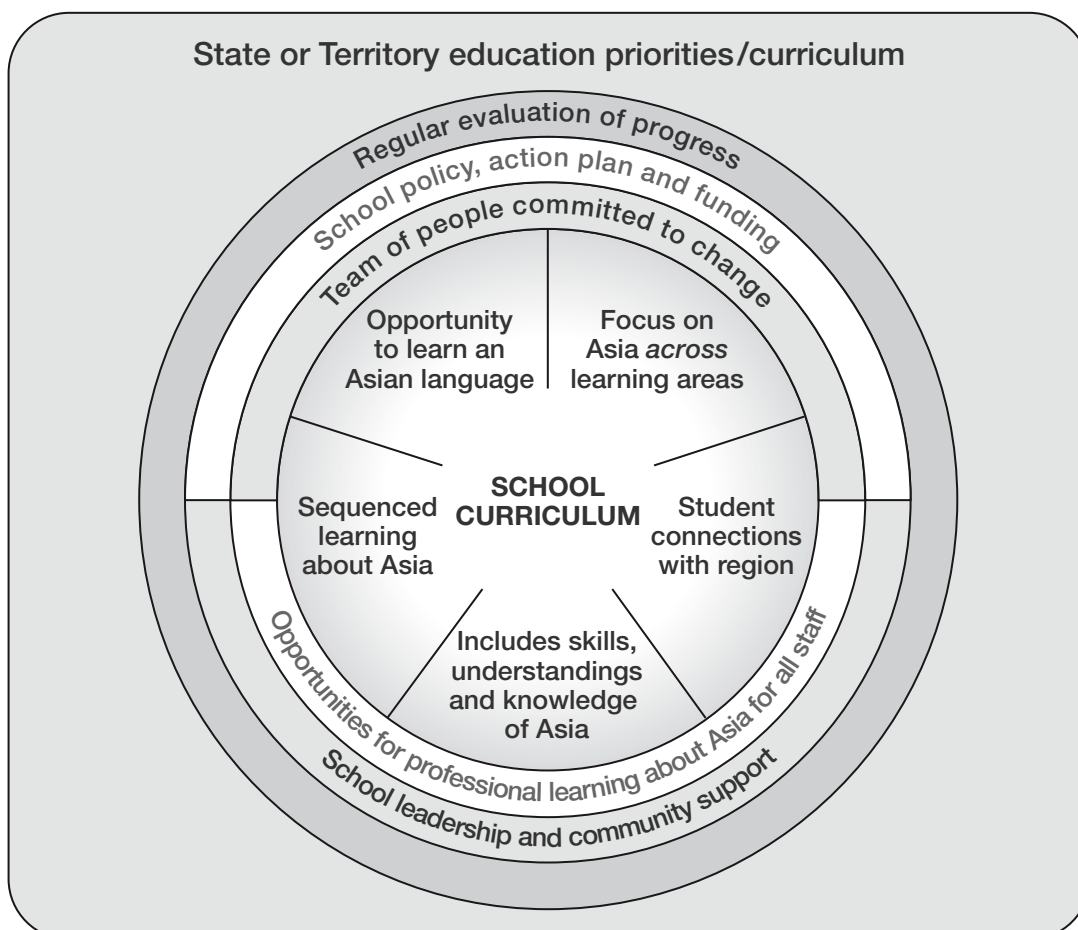
Studies of Asia and Australia may include an exploration of topics such as the involvement of Australia in the Vietnam War; ancient China; families in Australia and Thailand; economic development in Asia; environmental issues in the Asia-Pacific region; religions such as Islam, Hinduism and Buddhism; Haiku poetry; politics in Indonesia; and folktales and film from India. Through a planned, whole-school approach to studies of Asia, students will develop their knowledge, understanding, values and skills over time.

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities. In Australian schools, studies of Asia are likely to cover the subregions of:

- North-east Asia, including China, Japan, North Korea, South Korea and Taiwan
- South-east Asia, including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia
- South Asia, including India, Pakistan, Nepal, Bhutan, Bangladesh Sri Lanka and the Maldives.

## 1.5 What is an Asia-engaged school?

Australian schools vary in the extent that they have included a focus on Asia. The diagram provided below is aspirational; it describes the culmination of several years work in a school by a team of people.





## 2. Why focus on Asia?

Our kids are our future. If that future is to be one of peace and prosperity, they will need the capacity to engage in a dialogue with others of different cultures and creeds.

**General Peter Cosgrove, AC MC**

Why is a focus on Asia important in Australian schools? This chapter:

- discusses the significance of Asia for Australians
- connects the National Statement with local curriculums and other areas of national priority
- provides discussion starters for school leaders, teachers and the school community.

### 2.1 The growing importance of Asia

The region in which Australia is located makes up half the world, and is on the verge of assuming a new economic, political and strategic significance. Asia constitutes 30 per cent of the world's land mass, and will contain 60 per cent of the world's population by 2050. It includes the world's two most populous nations, China and India, which with their diasporas will soon make up more than half of the world's population.

Over the next 50 years the Asian region is expected to become the centre of world economic development. China will be the world's second-largest economy by 2020, and probably the largest by 2050. India is likely to be the world's third-largest economy within 30 years. Asia includes the greatest regional diversity of belief systems, including Indonesia, the world's largest Muslim country. However it is defined, Asia is of immense and growing significance, and it is on our doorstep.

### 2.2 The importance of Asia for Australians

The National Statement (pp. 5–7) states that knowledge and understanding of Asia and Australia's relationship with Asia make an important contribution to:

- being good neighbours and responsible global citizens
- maintaining social harmony
- enriching cultural life
- Australia's economic prosperity.

As the nations of Asia grow to take major roles on the world stage Australians are uniquely placed to become skilled international brokers and to play a vital role in enhancing understanding between East and West. Australia needs citizens who are highly competent in relating to peoples of the Asian region, as this is the part of the world to which we are closest geographically. The strength of the relationships and understandings that we forge with Asian countries will have a significant impact on Australia's future place in the world.

However, the benefits of a citizenry with a high level of cultural awareness and sensitivity are not confined to international contexts and relationships. Australia is a very diverse society and studies of Asia can also provide a foundation for nourishing community harmony within Australia. When citizens are culturally aware and open to other cultures, the benefits and opportunities to be derived from cultural diversity are optimised and the potential for misunderstanding and mistrust is minimised.

We in Australia have grown up in a society which has historically acted as if the only real important ideas, cultures, beliefs and norms are those with their origins in Western Europe and latterly North America ... If we as a society choose to remain largely ignorant of sets of ideas with their origins in Asia ... then the only people to suffer in the long run will be ourselves.

**Brown, 1998**

While in the past schools varied somewhat in their commitment to studies of Asian and other cultures, there is an emerging understanding that the knowledge, skills and attitudes developed through studying Asian and other cultures are essential learnings that all young Australians will need to acquire in order to lead productive lives as global citizens.

***Fact file: The growing interconnectedness between Australia and Asia***

- By 2010, China will be Australia's largest trading partner, surpassing both Japan and the United States.
- China, India and Japan will join the United States as the world's four biggest economies by 2020. If China grows, as predicted, to be the world's largest economy by 2050, Australian children starting school today will be at the peak of their working lives when this occurs.
- In 1950 the top ten Asian nations took a combined total of just over 9 per cent of our exports and provided less than 15 per cent of our imports. By 2000 the top ten Asian nations took almost 55 per cent of our exports and provided almost 40 per cent of our imports.
- The top ten source countries for overseas student enrolments in Australian education institutions are all Asian nations, which provide almost three-quarters of our overseas students.
- By the year 2013, Tourism Australia anticipates that visitors from Asia will make up almost 50 per cent of our inbound tourism.
- Australia has security agreements with Malaysia and Singapore through the Five Power Defence Arrangements, and has bilateral security or defence dialogues with China, Indonesia, Japan, Vietnam, the Philippines, Thailand and India.
- Australia has established bilateral agreements on counter-terrorism with eight Asian nations.
- Some 23 per cent of Australians were born overseas, and about 5 per cent in Asia.
- More than 800,000 Australians speak an Asian language at home.
- The kinds of restaurants, films, literature and sports favoured by Australians have shifted, and the multicultural and cosmopolitan flavour of contemporary Australia is strongly influenced by Asia.
- About half of Australia's schools have a significant programme of study of Asia.



## 2.3 Students as regional and global citizens

The Asia/Pacific area will be a strong focus of my world. There are three billion people in Asia. Half of them are under 25. They are my contemporaries. They will be my partners – my competitors.

The really prosperous countries will trade in technical skills, problem-solving skills and in strategic brokerage. Their workers will be the knowledge workers – working across national borders – working interculturally – speaking more than one language – probably including an Asian language. That's the kind of job I want. That's one reason I am learning Japanese.

It will not matter what nationality I have, because my world is smaller, people move about, and most workplaces will be internationalised. My world is likely to be borderless. I will probably be employed in an internationally owned firm, and it is likely that in my home we will speak Japanese, Korean, Spanish or Chinese as a second language.

**Sophie Palevstra, Year 12 student speaking at the National Forum 2004**  
Her speech drew on the work of Hedley Beare,  
*Creating the Future School, 2000*

All States and Territories in Australia are increasingly appraising and developing curriculum and educational opportunities to meet the realities of new times; times marked by rapid globalisation, the expansion of knowledge and the complexity of issues in the contemporary world. Studies of Asia and Australia provides a clear pathway and set of resources for schools to work with students in becoming effective citizens in a complex and increasingly interconnected world.

The National Statement (pp. 8–9) describes the learning goals to be achieved in order for a student to become 'an Asia-engaged young Australian'. It states that by the end of their schooling young people would optimally know, understand and be able to:

- understand 'Asia'
- develop informed attitudes and values about Asian peoples and cultures
- know about contemporary and traditional Asia
- connect Australia and Asia
- communicate with people of the Asian region.

Further elaboration of these learning focus areas is provided in the Appendix.

## 2.4 Linking the National Statement and other education priorities

All State and Territory education authorities have developed curriculum frameworks to support curriculum and assessment planning and practice in schools. The National Statement supports the achievement of outcomes derived from core learning areas, disciplines and domains such as personal futures, interpersonal development, social responsibility, building communities, global citizenship, world futures, present and future conditions and the skills of communicating, creating, thinking and innovating. This resource should be used in conjunction with relevant State/Territory frameworks to maximise its usefulness. The relevant documents can be found on the Internet at the following addresses:

ACT: <http://www.decs.act.gov.au/publicat/acpframeworks.htm>

New South Wales: <http://www.boardofstudies.nsw.edu.au>

Northern Territory: <http://www.deet.nt.gov.au/education/ntcf>

Queensland: <http://www.qsa.qld.edu.au/yrs1to10/index.html>

South Australia: <http://www.sacsa.sa.edu.au/splash.asp>

Tasmania: <http://www.education.tas.gov.au/school/educators/curriculum/elscurriculum>

Victoria: <http://www.vcaa.vic.edu.au>

Western Australia: <http://www.curriculum.wa.edu.au>

The National Statement (pp. 13–15) notes the close links between the knowledge, understandings and skills related to Asia and other areas of national priority, including:

- Civics and citizenship education
- *National Framework for Values Education in Australian Schools*
- *The Statements of Learning for English, Civics and Citizenship and Information and Communications Technology.*
- Information and communications technologies
- *National Statement and Plan for Languages Education in Australian Schools*
- *National Family-School Partnerships Framework.*



## 2.5 Discussing the rationale with your school

The perspectives in this chapter can be used with teachers, parents and school council members to engage and stimulate interest in the region and in Australia's increasing interconnectedness with Asia. The material may be used for professional learning. A professional learning workshop to support this process is available on the AEF website under the heading 'Professional Learning'. The workshop provides a range of options that encourage school communities to:

- discuss the reasons why Asia is growing in significance for Australia and how schools might respond
- think about and articulate their existing knowledge/personal experiences of Asia, as well as experiences in teaching and learning about Asia and Australia.

We held a staff meeting with the State Adviser as a speaker. People had opportunities to talk about their personal links with Asia. It was surprising what came out of this discussion; people enjoyed this session and learnt a bit more about each other in the process. Then we broke into small 'jigsaw' groups and looked at some of the rationale of including a focus on Asia in our school curriculum. At this stage you could see that some of the staff were really interested and some were concerned that they didn't know much about Asia. That conversation helped – we decided we needed some in-depth professional learning and went on to organise that later in the semester. At that meeting we had Asian-style food – food always helps – and a whole lot of resources about Asia so people could see what was around. The other thing which made a difference is that the leadership team had met with the Adviser and was supportive of the project from the beginning.

**Government primary school, Victoria**

## 3. Getting started

This chapter is about establishing a climate for change in schools. It provides:

- key questions that inform the change process
- audit tools
- practical strategies from schools that have long been involved in implementing a focus on studies of Asia and Australia.

Securing a commitment to teaching about Asia is a complex undertaking ... not just a unit or two across the curriculum based around information about Asia. It is multifaceted and involves school and classroom levels. At the very least it consists of:

- a policy statement and/or strategic plan
- the teaching about Asia in many areas of the curriculum
- whole-school activities involving the school community.

Owen and Andrew, 2003

### 3.1 The importance of the leadership team

While curriculum change can be achieved in many ways, and can be instituted by enthusiastic individuals, the school leadership team plays an essential role in shifting the emphasis to whole-school commitment to studies of Asia and Australia. Curriculum and professional learning coordinators, teachers, librarians and others with a role in implementing change will find the tasks more manageable and rewarding when their efforts are supported by the leadership team and when there is a clear whole-school plan to guide the renewal of school programmes and practice.

The principal can be swayed by a compelling argument. If the argument is consistent with his or her personal and professional imperatives it will be considered, provided it is consistent with what is known about innovation adoption.

Owen, Ling, Andrew, Ling, 2005

An online report, *The Future of Studies of Asia and Australia in Australian Schools: An Evaluative Investigation*, provides a programme logic model for whole-school change that identifies the principal as the initial focus for initiating change. The report can be downloaded from [http://www.asiaeducation.edu.au/public\\_html/reports.htm](http://www.asiaeducation.edu.au/public_html/reports.htm).



## 3.2 Models of change

Each of the school jurisdictions in Australia has developed processes and products to support schools to manage the task of curriculum renewal and school improvement. As the variety of change models attests, there is no one correct way to engage in educational change, and as schools operate in different contexts and are at different points along the implementation continuum, the usefulness of particular models will vary. Schools should explore their own State and Territory models of school improvement as the preferred basis for implementing a focus on Asia. These models may include the following aspects of managing change:

- A sense of urgency for change is established (eg by providing data that supports the need for change).
- A clear focus for change is developed and the nature and purpose of the intended changes are made well known (eg by developing a change proposal).
- Efforts are made to establish ownership across the whole staff (eg by establishing a committee or interest group).
- School leaders are actively involved, supporting and promoting the change agenda.
- Time and funds are provided to support the change process.
- Data (eg via a curriculum audit) is collected to ascertain where the school is up to currently in relation to the intended change.
- Action plans that define tasks, assign responsibilities and establish timelines are developed.
- Groups of teachers work collaboratively to advance the action plans.
- Where required, assistance (eg professional learning) is sourced from within and beyond the school to help overcome blockages.
- The achievement of action plan milestones is acknowledged and celebrated.
- Gains are consolidated and used to launch further adoption.
- The new approach is embedded in the school culture (eg through policy, staffing and, if necessary, budget support).

## 3.3 Change action steps

The action steps proposed below will help guide the implementation of this programme. Change leaders are invited to extract those ideas that fit with their context. The steps are based on the advice that the clearer the change is understood and the more compelling the need for change, the more likely that change will be supported. The suggested action steps are:

1. Write a change proposal and secure its endorsement (pp 13 — 14).
2. Audit existing practice in the school (pp 14 — 15, pp 49 — 50).

3. Establish a climate for change (pp 15 — 17).
4. Develop an action plan (pp 18 — 22, pp 51).
5. Develop a studies of Asia and Australia policy (pp 23 — 24).

The first three steps focus on heightening awareness in the school of the need to have a whole-school approach to implementing the National Statement and on getting 'in principle' support for planning an implementation strategy. These preparatory steps are discussed below. (The two other action steps are discussed in the next chapter.)

Assume that people need pressure to change (even in directions they desire), but it will be effective only under conditions that allow them to react, to form their own position, to interact with other implementers, to obtain technical assistance, etc.

**Fullan, 2002**

Pressure and encouragement for change can come from the leadership team or from others within the school. While the leadership team's support for such an endeavour is critical, it is equally important that a solid majority of staff share the view that an understanding of Asia will greatly assist young people to become responsible and productive global citizens. Consequently, a good starting point for securing support for change, whether initiated by the leadership team or a group of teachers, is the preparation of a document that clearly describes the need for and nature of the changes being sought.

### **3.4 Writing a change proposal**

People do not change their behaviour unless there are sound reasons for doing so and the pressure for change is sustained.

The change we're engaged in here [implementing studies of Asia and Australia] ... involves new knowledge, a changed cultural orientation, and a shift in perspectives about the world. It impinges on politics and values. It's a venture into territory where prejudice and racism lurk. Most demanding of all, of course, it affects teacher behaviour.

**Bruce Wilson, then CEO Curriculum Corporation, National Asia Forum,  
August 2004**

Although the contents of a change proposal may vary from context to context, some of the key questions that all change proposals should address include:

- What is the nature of the change being advocated?
- How does this proposal fit with the State's or Territory's curriculum, syllabus or framework?



- How does this proposal fit with current school priorities for improvement and with the school's mission/strategic plans?
- Why is it important to embark on this change process?
- What has already been achieved in relation to this proposal?
- What are the proposed next steps in the process of change?
- What support is likely to come from the leadership team?
- How might parents be involved in the process?
- What involvement has the leadership team had in discussion of the proposal?
- What action is the leadership team/curriculum committee being asked to endorse?
- How will the change agenda be managed?

While local processes will determine the decision-making route, the objectives of this process are to:

- clarify the change agenda
- enable people to respond to the proposal
- ensure that others in the school share the vision of change and will provide support.

The initial idea to include a unit grew into a whole-school vision ... The major success was the resounding response to our 'Asian Adventure', a 24-hour showcase of eight Asian countries and the work students had done on numerous themes over the course of 12 weeks. One thousand people participated and I look back in wonder at the enormity of it.

**Teacher, from *Change is a journey, not a blueprint***

In many schools, the changes advocated in the National Statement may be met by making relatively small adjustments to the curriculum and by being more systematic in planning the scope and sequence of studies of Asia and Australia activities (see Section 5.4 for advice about scope and sequence in learning areas).

### **3.5 Auditing the school**

For some time schools have been infusing a focus on Asia into the curriculum. An audit will clarify existing practice, and determine what resources are available to support classroom teaching and what professional learning opportunities exist within and beyond the school to support implementation.

An audit of the current Asia expertise and curriculum in the school may seem dry and onerous but it is quick to carry out, and really exciting to discover what is already happening Asia-wise within our classrooms. For us this audit process also re-awakened the staff's personal Asia expertise ... We found that the Arts teachers were sharing the Asia-inclusive aspects of their degrees. The Coordinator had studied Chinese garden design. Outdoor Education teachers had utilised their experiences of trekking in Nepal in their curriculum ... We found we had all this expertise but had never really talked collectively about it before.

**Teacher, from *Change is a journey, not a blueprint***

Audit tools are provided in Appendix 1, pp 48 — 53. The *Indicator of an Asia-engaged School* can be used to identify where further work needs to be done across the school in the broad areas of school leadership, curriculum, professional learning and policy. These areas can be prioritised and incorporated into an action plan. If the school has yet to commit to adopting a whole-school approach to planning and implementing studies of Asia and Australia, some of the most compelling suggestions arising from the audit could be used to bolster the impact of a change proposal. Proformas 2 and 3 provide simple formats that schools could use to help identify what studies of Asia and Australia curriculum is being taught either by year level or discipline, domain or learning area.

Data collected from some or all of the audit tools can be used to inform the change proposal. Careful analysis will provide information about existing levels of support within the school, the extent of teacher knowledge and confidence in regard to studies of Asia and relevant curriculum units and gaps. The audit analysis should indicate immediate and long-term pathways or areas requiring development. The audit can be carried out at this preliminary stage or after staff have agreed to increase the school's focus on studies of Asia and Australia.

### **3.6 Establishing a climate for change**

We formed a group called Friends of Asia-inclusive Curriculum and put monthly meeting dates on the school calendar. Inclusion on the calendar is a handy tactic to remind others of your existence amongst all the other crowded curriculum calendar dates and priorities. The title of our group allowed for parent, student and community participation too.

**Teacher, from *Change is a journey, not a blueprint***

The National Statement places the focus for change at the whole-school, rather than the classroom level. It recognises that a great deal of knowledge has been acquired by individual teachers who have been strong advocates for including a focus on Asia in the curriculum.



Teachers across Australia have informally simulated and sustained change in schools by:

- attending professional learning activities focused on pedagogy and programme development to support the teaching of studies of Asia and Australia
- participating in a network where like-minded people share ideas and experiences and help each other to respond to and resolve issues
- establishing a committee of teachers to support the programme or a group to champion the growth of Asia-related studies
- joining or attending curriculum committees and other curriculum decision-making forums in the school to discuss the importance of teaching Asian cultures and languages
- developing and seeking endorsement for a studies of Asia and Australia policy
- seeking support from and utilising the expertise of parents and others in the community
- publishing articles in the school newsletter and including information about the teaching of studies of Asia and Australia on the staffroom noticeboard
- inviting the local media to record school events focused on Asian cultures and communities
- collecting teacher and student resources relevant to studies of Asia and Australia
- initiating school events and activities in which parents and friends of the school from the Asian community participate and interact with staff and students
- applying for grants that are available to support curriculum change
- undertaking personal study, including participation in study tours to the Asian region.

These strategies will lay the groundwork for formal programme expansion across the school by helping teachers to:

- improve their own knowledge of studies of Asia and Australia and their competence in teaching about Asian countries and cultures
- build their confidence in speaking to their colleagues and parents about the importance of this area of study
- increase their credibility with their peers and the school leadership
- establish a 'critical mass' of teachers within the school who support a whole-school approach to teaching studies of Asia and Australia.

I would suggest never trying to do this alone. Either create a cohort within the school or become a member of a network. Definitely join the AEF's Asia EdNet online discussion group for new ideas and help when you need it.

**Teacher, from *Change is a journey, not a blueprint***

The support of the school leadership team is critical to whole-school implementation of this agenda (this aspect is addressed in Section 6.2).

### 3.7 School community support

Another potential source of support is the wider school community. Parents are often actively engaged in ensuring that schools are preparing their children for a more interconnected world. Below is a report summary of parent organisations' attitudes to inclusion of a focus on Asia in the curriculum. The full report can be found on the AEF website under 'Reports'.

#### **Parent support for studies of Asia and Australia**

This report outlines the views of 137 respondent members of the Executive of ACSSO and APC on the studies of Asia and Australia in Australian schools.

The survey found that:

- 88% believed that the government should have a long-term strategic plan to implement such a policy
- 92% acknowledged the importance of the business and economic ties linking Australia with the countries of Asia
- 91% believed that an important skill for all Australians to possess is an ability to communicate across cultures. 60 per cent of parents responded that they would like their child to learn an Asian language
- 82% said that Australians needed to understand China as well as they understood Britain and the USA, although India did not feature as prominently in their thinking
- approximately 74% agreed with the proposition that good relationships with Asian countries would assist in maintaining Australia's long-term security.

**Solved at McConchie Pty Ltd, 2005**



## 4. Planning and Policies

This chapter provides:

- a sample action plan and timeline
- a sample studies of Asia and Australia policy
- advice about the first steps of change.

Schools across Australia use various processes and practices to identify their effectiveness and decide on their improvement priorities and activities. Sometimes three or four year charters or strategy plans are used to capture a school's improvement intentions, while annual strategy plans provide concrete direction for school leadership teams.

Many schools already include themes and topics about Asia in their curriculum. To ensure that teaching and learning about Asia and Australia is planned and is contributing to students' acquisition of the learning emphases envisioned in the National Statement, it is therefore recommended that an action plan be developed to guide implementation. The action plan works best if it becomes part of the overall school strategic plan or cluster.

### 4.1 Building support for action planning

Chapter 3 advocated writing a change proposal. This exercise explores the larger context for school change (State and Territory-based directions), the macro school climate and the context for suggesting change within the school. The next step is development of an action plan to guide the actual stages of change.

I fought very hard to convince the principal that if the programme was to be successful then it needed to be organised and that teachers would need to be released so that we could plan together properly. This was a major feat, especially since it gave the programme more credibility in the eyes of teachers as well as students.

**Teacher, from *Change is a journey, not a blueprint***

A simple timeline of actions will help build momentum. This can:

- be developed by and serve the needs of the group of staff, students and/or parents interested in a whole-school approach to implementing studies of Asia and Australia
- include a sequenced set of action steps
- include a time frame for completion of the steps
- indicate who is responsible for completing the action steps on time and in a way that helps to build a groundswell for further action.

Figure 1 outlines the tasks that might be undertaken in a school that is beginning to implement a focus on Asia and Australia. Note that change often occurs in stages relating to a particular school environment, so some steps of the following plan may occur in a different sequence.

**Figure 1: Sample timeline for securing support for a whole-school approach**

Timeline		
To gain whole-school commitment to teaching studies of Asia and Australia		
Date	Action/Step	Responsibility
Date:	Interested school members meet to discuss what is currently being done in the school.  Use the indicators of an Asia-engaged school as the basis for discussion.  Audit the curriculum after discussion with school leadership and staff.	
Date:	Discuss ideas with the school leadership team and secure 'in-principle' support for development of a change proposal.	
Date:	Prepare presentation that provides rationale for including an increased focus on Asia and Australia in curriculum/school programmes. Use the National Statement Fact File, and the local curriculum framework as the basis for the rationale.  Commence drafting a change proposal (see Section 3.4).  Secure a time in a staff meeting for presentation.  Consider the advantages of inviting a speaker (eg State Adviser or network leader).  Arrange to display resources at a staff meeting.	

(Continued on page 20)



**Figure 1: Sample timeline for securing support for a whole-school approach (Continued)**

To gain whole-school commitment to teaching studies of Asia and Australia		
Timeline	Action/Step	Responsibility
Date:	Have informal discussions with staff to see if others would like to assist with planning. Complete the change proposal.	
Date:	Meet with the leadership team to explain the change proposal. Seek the team's support at a staff meeting to develop a studies of Asia and Australia implementation plan.	
Date:	Meet with the curriculum committee to explain why learning about Asia is important and why the school needs to have a whole-school plan for delivering studies of Asia and Australia. Seek the committee's endorsement of the change proposal.	
Date:	Present the change proposal to a staff meeting.	
Date:	Carry out a curriculum audit with the whole staff.	
Date:	Analyse the audit data. Use the data to inform a studies of Asia and Australia action plan.	
Date:	Complete the first draft of the action plan and submit it to the curriculum committee for comment.	

Having gained approval to proceed with implementation, an action plan will need to be developed to guide each stage. Various groups across the school may be involved in this process.

Success is more likely if:

- studies of Asia and Australia are built into long-term goals, with budget implications
- they are seen as an adaptation of current successes, not an add-on
- change happens in small incremental steps, through existing structures
- staff own the change through policy and curriculum development
- everybody is patient but persistent.

**School principal, from *Change is a journey, not a blueprint***

## 4.2 Create a plan

An action plan is a simple tool to guide the implementation process. It usually includes initiatives to be put into effect over two to three years. It also generates short-term and specific plans to be implemented by faculties or year level teachers in a manner consistent with the main action plan. A proforma action plan can be found in the Appendix. An action plan is best developed in conjunction with the school's charter or its strategic or business plan. A practical action plan is:

- doable – Is it feasible to achieve the goals in the given time, with the available resources?
- manageable – Can the process be managed, taking into account other responsibilities, stress levels and the support available?
- measurable – Are there adequate means for measuring the achievement of goals?

A blank version of an Action Plan, Proforma 4, can be found on page 51.

**Figure 2: Secondary college sample action plan for 2006**

<b>Goals/Strategic objectives</b>
<p>(What do you want to accomplish in relation to studies of Asia and Australia in 2006?)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Write a studies of Asia and Australia policy to inform processes in the school.</li> <li>• Increase curriculum content about Asia in synergy with existing State and local curriculums.</li> <li>• Increase teacher knowledge of and confidence to teach about the region.</li> </ul>
<b>Targets/Outcomes</b>
<ul style="list-style-type: none"> <li>• At Year 7, students encounter content about Asia in at least four discipline areas.</li> <li>• The amount of time spent in learning about Asia is doubled.</li> <li>• The school organises one whole-staff professional learning activity.</li> <li>• The library spends 5 per cent of its budget on Asia-related resources.</li> <li>• Four staff members access external professional learning about Asia.</li> </ul>
<b>Results by date</b>
<ul style="list-style-type: none"> <li>• School policy change to be finalised and approved by June 2006.</li> <li>• Sister-school research to be finalised in 2007.</li> </ul>
<b>Performance indicators</b>
<ul style="list-style-type: none"> <li>• Students in Year 7 given baseline data survey at beginning and end of year to measure knowledge acquisition and attitudes to Asia (see AEF website for example).</li> <li>• Curriculum audit at end of 2006 to measure focus.</li> <li>• Teacher knowledge and confidence assessed through annual professional learning data collection.</li> </ul>

(Continued on page 22)



**Figure 2: Secondary college sample action plan for 2006. (Continued)**

<b>Baseline data</b>		
Baseline curriculum audit		
<b>What are the connections with local curriculum and priorities?</b>		
<b>Issues</b>	<b>Solutions</b>	
(What barriers or resistance might be encountered during implementation?)  For example: Crowded curriculum	(How will the identified problems be avoided or resolved?)  For example: Asia not an 'added extra' but fits with existing curriculum. Show staff what fits easily using Asia Scope and Sequence documents.	
<b>Actions to be taken</b>	<b>Responsibility</b>	<b>Time line</b>
(List in order the steps required to achieve each goal.)  For example: <i>Action 1: Increase teacher knowledge/confidence</i>  Mentoring established in Arts area	(Who will do each task?)	(Indicate how long each step will take to put in place.)  Start:  Complete:
<b>Resources</b>	<b>Costs</b>	
(What people will you need to implement the plan? What funds? What time release? Are other resources such as materials, equipment and outside assistance needed?)	(Itemise the cost of implementing, then sustaining, the plan.)  For example:  Time release for mentoring	
<b>Evaluation/Review</b>		
(What has been accomplished? What should be done next?)		

## 4.3 Developing a studies of Asia and Australia policy

An important component of the implementation process is the development of a school policy on studies of Asia and Australia.

A reference to studies of Asia and Australia in key policy documents has symbolic importance. It signals to all staff, students and parents that the school leadership and the governing body support the adoption of studies of Asia and Australia throughout the school and that these studies are or will become an integral, established and ongoing part of the curriculum. Figure 3 is an example of one school's studies of Asia and Australia policy.

**Figure 3: Sample studies of Asia and Australia policy**

### **Beliefs**

We believe that children should have the opportunity to develop:

- an understanding and appreciation of the diversity of environments, cultures and societies of Asia
- informed attitudes and behaviours towards Asian people, events, issues and lifestyles
- an understanding of the economic, strategic and cultural importance of the countries of Asia
- an understanding of the diversity of values within Asian societies and an awareness beyond cultural stereotypes
- skills that enable them to interact effectively with people from the Asian region and contribute to Asia-related activities at school and beyond
- a commitment to the principles of friendship, peace, social justice and mutual respect among all peoples and nations.

### **Guidelines**

1. Aspects of studies of Asia should gradually be incorporated into existing course content across the curriculum. All students should have the opportunity to experience some Asia-related learning in all years of schooling.
2. There will be an in-depth study of Japanese society, which will accompany and support the learning of the Japanese language.
3. There will be a balance between the study of Japanese society and sustained studies of other selected countries, and other studies that provide a more comprehensive understanding of selected themes, topics and issues.
4. Studies of Asia will help students to critically analyse views of Asian peoples and nations in the media, literature and other sources.



Some issues to be addressed when developing policy include:

- whether the focus should be on particular countries of Asia or whether it should be more general. Advice about scope and sequence is provided in the next chapter.
- how studies of Asia and Australia can be connected to other school priorities such as literacy, numeracy, civics and citizenship, global education, globalisation and internationalisation and languages teaching and learning
- the kind of model to be used for inclusion of studies of Asia and Australia in the school programme.

This chapter:

- provides examples of school curriculum infused with a focus on Asia
- shows how local curriculum priorities connect easily with studies of Asia content
- provides a sample curriculum planner
- discusses systematic development of competencies
- describes how a focus on studies of Asia and Australia is being implemented in a range of 'good practice' schools.

## 5.1 Dimensions of curriculum

The interrelated dimensions of the curriculum are planning, resourcing, teaching, assessing, evaluating and renewing the curriculum. Schools and systems have developed processes and policies to align these dimensions of the curriculum. The dimension of resourcing is dealt with in Chapter 6. Advice about assessment is available through local education authorities and other sources (eg the Assessment for Learning project website at <http://www.curriculum.edu.au/assessment>). Programme evaluation can only take place once the programme has been implemented.

## 5.2 Curriculum planning

The beginning point for any development of Asia-focused learning outcomes should be the appropriate State or Territory curriculum framework. Studies of Asia and Australia curriculum content is intended to be infused into the mainstream curriculum. An audit of local curriculum outcomes or essential learnings will reveal opportunities for introducing a focus on Asia.

Studies of Asia and Australia can be taken up by schools by integrating appropriate learning activities and content into existing courses or programmes or by establishing discrete units of work or subjects that promote the learning emphases set out in the National Statement. The Asia Scope and Sequence curriculum documents are useful tools in curriculum planning. They provide advice about how a focus on Asia can be integrated within existing English and SOSE/Civics learning areas. An *Asia Scope and Sequence for the Arts* will be available in 2007. These documents can be accessed at: [http://www.asiaeducation.edu.au/public\\_html/scope\\_sequence.htm](http://www.asiaeducation.edu.au/public_html/scope_sequence.htm).



## 5.3 Models for including studies of Asia and Australia in the curriculum

Current practice suggests that schools are using a combination of the following models for including studies of Asia and Australia within the curriculum. Schools taking a whole-school approach may well include all three approaches, with integration of studies of Asia content to support existing State or Territory curriculum outcomes, specialist language studies and extra-curricular activities (see Figure 11, page 37).

### **Across the curriculum ‘infusion’**

This model is based on making connections with studies of Asia and Australia in the existing curriculum structure. For example, those teaching Literacy can use books and materials with a studies of Asia and Australia focus.

Others schools have utilised existing or new themes to add a studies of Asia and Australia perspective to the curriculum. For example, if the theme for study in Years 5 and 6 is ‘Water’, studies of Asia and Australia materials can be integrated within the larger focus.

### **Specialist studies**

Specialist studies include the development of separate, subject-based programmes such as ‘Asian and Australia Studies’, ‘Cultural Studies’, ‘Year 10 Asian History’ or an Asian language.

### **Extra-curricular activities**

An ‘Asia week’ is a typical example here. Such activities are best used in conjunction with a model that connects studies of Asia and Australia more systematically with the curriculum priorities of the school.

## 5.4 Integrating existing learning outcomes with a studies of Asia focus

As noted, introducing a focus on Asia should not be an add-on to an already crowded curriculum. All State and Territory curriculum frameworks are increasingly focused on content that builds students’ capacity to contribute effectively in a global society and to work in a global economy. The existing curriculums provide many opportunities to include content about Asia and Australia.

Figures 4 and 5 illustrate how specific curriculum outcomes in English and Studies of Society and Environment might include content about Asia. These examples are drawn from the *Asia Scope and Sequence for English* and the *Asia Scope and Sequence for SOSE/Civics* (see [http://www.asiaeducation.edu.au/public\\_html/scope\\_sequence.htm](http://www.asiaeducation.edu.au/public_html/scope_sequence.htm)).

**Figure 4: Sample English curriculum infused with studies of Asia and Australia content**

Skill/content area	Lower primary	Outcome statement
<p><b>Reading</b></p> <p>Students read and view simple texts in print and electronic forms that entertain, move, report, explain and give opinions and which contain ideas and information related to their real and imagined worlds.</p>	<p>Students read and view simple imaginative texts from and about Asia, such as traditional and contemporary children’s stories, rhymed verses, folktales and fables.</p>	<p>They make simple connections between the cultural background of a character and their actions (eg recognise that in some cultures bowing is an important sign of respect).</p>

**Figure 5: Sample SOSE/HSIE curriculum infused with studies of Asia and Australia content**

Skill/content area	Lower secondary	Outcome statement
<p><b>Time/continuity/change</b></p> <p>Students develop skills in and understanding of the use of historical and contemporary sources to explore past people, ideas and events, concepts of time and change, and interpretations and perspectives in a range of texts and forms.</p>	<p>Students understand the significant ideas, peoples and movements that have shaped past and present societies in the Asia-Pacific region.</p>	<p>Students recognise the social, economic and cultural achievements of early civilisations in South and East Asia and compare aspects of these to those of the ancient civilisations of Africa, West Asia and Europe (eg compare ‘river valley’ civilisations in China and India to those in North Africa and Mesopotamia).</p>

## 5.5 Selecting content: Depth and diversity across the curriculum

In selecting content, curriculum designers in schools need to strike a balance between in-depth studies of selected countries and broader, more general studies that explore themes, topics or issues. It is important that there are opportunities for both in-depth, sustained and sequentially developed understandings of some countries in Asia, as well as an infusion of content in specific units that delivers understandings of diversity or key events or themes relevant to local curriculum.



The following examples illustrate how schools have implemented studies of Asia across learning areas in ways that provide deep understandings of specific countries and develop an appreciation of the diversity of the region.

Figure 6 is an example from a primary school. In this school, a focus on Asia was infused into the existing curriculum (see section 5.3). The school also holds a whole-school celebration of a culture every year, and this example includes aspects of their ‘Week in Indonesia’ celebration.

**Figure 6: Primary school – Asia-related curriculum at Year 6**

Learning Area/Domain/ Discipline	Asia-related content or integrated theme*
English/Literacy	<ul style="list-style-type: none"> <li>• Literature circles include <i>Dragonkeeper</i> and <i>Boy Overboard</i>.</li> <li>• Critical literacy activities examine media representation of a current event (eg <i>Preparation for the Beijing Olympics</i>).</li> <li>• Film study: <i>My Sky, My Home</i> (A Week in Indonesia)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• <i>Asia Counts</i> unit ‘Where did you get your car?’ combines SOSE and Maths to develop skills in data collection, presentation and analysis.</li> </ul>
SOSE	<ul style="list-style-type: none"> <li>• ‘Gold in Australia’ includes a sub-focus on Chinese migrants.</li> <li>• History includes a focus on ancient China.</li> <li>• Case studies in environmental action: Hong Kong, Australia and Vietnam</li> </ul>
Science/SOSE	<ul style="list-style-type: none"> <li>• The tsunami and its impact (comparative study: India, Thailand, Indonesia)</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• Chinese (Mandarin)</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• Creating an exhibition of forms of transport used in South-East Asia (connects with Maths unit) (A Week in Indonesia)</li> <li>• Making satay (A Week in Indonesia)</li> </ul>
Health and PE	<ul style="list-style-type: none"> <li>• Regular tai chi classes</li> <li>• Indonesian games (A Week in Indonesia)</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>• Making wayang puppets (A Week in Indonesia)</li> <li>• Comparing traditional and contemporary Chinese art using <i>Inspirations</i> art cards</li> <li>• Incursion: Indonesian martial arts (A Week in Indonesia)</li> </ul>
<p><b>Links with national priorities</b></p> <p>Values: Specific emphasis in discussion in literature circles, the tsunami unit, games</p> <p>Civics and Citizenship: Specific emphasis in unit on environmental action, student activities for A Week in Indonesia, the tsunami unit, the film study.</p>	

\*The shaded text indicates a depth of focus study of China.

Figure 7 sets out how materials about Asia and connections between Australia and Asia might be explored in the secondary school context.

**Figure 7: Secondary school – Asia-related curriculum at Years 7 and 8**

Learning Area/Domain/ Discipline	Asia-related content or integrated theme*
Integrated Studies (includes History, Geography, SOSE, English)	<ul style="list-style-type: none"> <li>• ‘Australian Identity’ unit uses novel <i>Nips 11</i>, plus resources from <i>Australian Kaleidoscope</i> and <i>In Our Own Backyard</i>.</li> <li>• Focus on groups includes study of film <i>Sumo Do, Sumo Don't</i>.</li> <li>• Reading circles include Cultural Diversity strand.</li> <li>• Comparative study of medieval Japan and England</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Environmental project involves collaborative <i>Water Watch</i> project with students in India and USA.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Project exploring ‘Australia’s trade patterns and exchange rates’ includes data collection and graphing, using interpolation and extrapolations and variables (Japan included in study).</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• Students read <i>Japan Diary</i> to develop cross-cultural understandings.</li> </ul>
Music elective	<ul style="list-style-type: none"> <li>• Focus on contemporary influences includes Chinese pop music (<i>Voices and Visions: China</i> CD ROM).</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>• Comparative study of Japanese woodblock prints and manga</li> <li>• Opportunity to participate in Bollywood-inspired Rock Eisteddfod</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• Influences on Australian food (includes focus on foods from Asia)</li> <li>• Japanese pop culture – influences on design.</li> </ul>
<p><b>Links with national priorities</b></p> <p>Values: The school’s values forum led to the implementation of a programme of support and recognition of the specific cultural groups within the school, including cultures from Asia.</p> <p>Civics and Citizenship: Part of the student representative council’s work is to raise money to clear landmines in Cambodia. Also, the units on medieval societies and <i>Water Watch</i> include aspects of Civics and Citizenship Education.</p>	

\*The shaded text indicates a depth of focus study of Japan.



## 5.6 Adding an overlay: studies of Asia and Australia emphases

The National Statement suggests that by the end of their schooling, students would optimally know, understand and be able to:

- understand 'Asia'
- develop informed attitudes and values
- know about contemporary and traditional Asia
- connect Australia and Asia
- communicate.

These broad categories, articulated in detail in Appendix 2, provide a method of cross-checking existing curriculum offerings to give a broad indication of:

- the range of learning activities offered throughout the school
- the outcome areas that the learning activities are promoting
- possible gaps or duplication in provision within or between year levels
- possible gaps or duplication in the outcome areas being promoted by the teaching and learning.

For example, by completing a curriculum audit, a school may discover that the existing curriculum focuses almost entirely on the ancient societies of Asia, or that there are few opportunities for developing intercultural understandings, sustained language acquisition, collaborative projects or sister-school relationships. 'Mapping' the emphases against existing curriculum is a useful exercise. Again, it must be emphasised that studies of Asia and Australia content must be connected with local State and Territory curriculum requirements.

Figure 8 provides an example of a mapping exercise. It can also be used to develop initial school-wide plans about the specific content/activities that will be provided at specific year levels or in specific disciplines, domains and learning areas. A blank version of this chart, Proforma 5, can be found in the Appendix, page 52.

**Figure 8: Checking existing or planned curriculum against studies of Asia and Australia emphases**

National Statement emphases	Year level 6: content and connection to local curriculum
Understand 'Asia'	The Boxing Day tsunami and its impact: a comparative study of India, Thailand and Indonesia (Connects with level 4 geography and science curriculum)
Develop informed attitudes and values	Critical literacy activities examining media representation of a current event, such as the Schapelle Corby case
Know about contemporary and traditional Asia	Compare traditional and contemporary Chinese art using <i>Inspirations</i> art cards
Connect Australia and Asia	'Gold in Australia' with a sub-focus on Chinese migrants
Communicate	Chinese (Mandarin)/Develop intercultural understandings

The emphases in the National Statement (see Appendix 2) describe the skills, knowledge and understandings that are to be achieved by the time students leave school at the end of Year 12. They are aspirational and summative outcomes and are most useful as a guide to curriculum planning at the upper levels of schooling.

In the early and middle years of schooling, the emphasis statements should be re-interpreted by schools. They will have to be 'back-mapped' to establish studies of Asia and Australia emphasis standards or benchmarks of achievement suitable for students as they reach particular stages of their schooling.

## 5.7 Systematic development of competencies

Whilst my advice is to start small, it is also important to have a view about where you want to get to and how the programme will be taken up across the school, otherwise you are likely to end up with a patchwork of unconnected learning experiences that may be of very limited value in promoting students' understanding of Asia.

**Curriculum Coordinator, from *Change is a journey, not a blueprint***

At some stage, schools may wish to examine the progress they have made in infusing studies of Asia in the light of developmental outcomes. The learning should systematically build students' knowledge, skills and attitudes in line with the five National Statement emphases. Careful thought needs to be given to what outcomes students at different stages of schooling should be expected to achieve.



Figure 9 provides an example of some developmental outcomes in SOSE. These are derived from the *Asia Scope and Sequence for Studies of Society and Environment*. Along with *Asia Scope and Sequence for English*, this document sets out a clear progression of skills, knowledge and attitudes in each learning area. An Asia Scope and Sequence for the Arts will be published in 2007.

**Figure 9: Primary SOSE – Developmental outcomes**

Emphases area	Lower primary SOSE	Upper primary SOSE
Understand 'Asia'.	Students recognise features of natural and built places in Asia and Australia.	Students investigate significant physical features in Asia and Australia and reflect on the similarities and differences in physical features within and between countries.
Develop informed attitudes and values	Students explore how the life stories of people from Asia and Australia shape how they view the past.	Students explore how people's experiences, beliefs and heritage may lead to differing attitudes to the past or current issues or events involving Asia and Australia.
Know about contemporary and traditional Asia	Students describe significant changes in their own family over generations and compare these with changes experienced by families in a country in Asia (eg explore continuity and change when examining family relationships, important events, life stories of past and present).	Students compare the roles of men and women over time in one or two countries in Asia (eg changing attitudes to children and work in traditional and contemporary Thailand and Japan).
Connect Australia and Asia	Students examine aspects of migration to Australia of peoples from a country in Asia (eg using calendars, time lines).	Students identify how people from Asia have contributed to the local community (eg develop questions and conduct an interview).
Communicate	This aspect is best illustrated in two ways: increasing competence in an Asian language and developing intercultural understandings. For professional learning about 'developing intercultural understandings' go to the AEF website at <a href="http://www.asiaeducation.edu.au/public_html/downloadable_materials.htm">http://www.asiaeducation.edu.au/public_html/downloadable_materials.htm</a> .	
	Students explore how peoples and cultures of Asia express their identity through clothes, language and cultural activities.	Students understand that identity is open to change and is shaped by heredity, gender and social and cultural experiences.

It should be noted that:

- many of the emphasis statements can be met by integrating learning about Asian countries and culture into the teaching of the disciplines (eg using Asian stories to teach reading, using Asian countries as a focus for research in social science, singing songs and listening to music from Asian countries)
- some emphases may be best met by developing a discrete unit of work or theme of study designed to advance learning about the countries and cultures of Asia
- a rich learning activity can usually promote learning that develops competencies related to several of the emphases.

It is now time to move beyond just occasionally peppering our lessons with examples of food, stories, music or costumes from Asian countries, to clearly articulating what outcomes we want students to achieve and designing learning experiences that enable and encourage students to achieve them.

**Teacher, from *Change is a journey, not a blueprint***

## 5.8 Documenting units of work

Together we wrote a programme to run this year. All Year 9 SOSE teachers worked from the programme, which was divided into three sections: the geographical landscape of the Asian continent, two historical studies, and three themes: water, food and shelter. We felt that this snapshot of Asia would whet the appetite of students and hopefully encourage them to seek out further knowledge about Asia.

**Teacher, from *Change is a journey, not a blueprint***

An important strategy for building teachers' competency and confidence to provide studies of Asia and Australia lessons is to document key lessons and build up a repository of lessons that have proven effective in engaging students in learning about Asia and Australia. Figure 10 provides a sample framework for documenting a curriculum unit.

A blank version of this framework, Proforma 6, can be found on page 53.



**Figure 10: Sample curriculum unit planner**

Topic name	Year levels	Unit duration
<b>Big idea</b> (What is the main idea or understanding that you would like students to take away from their engagement with this unit of work?).		
<b>State/Territory curriculum content areas and strands to be addressed</b>		<b>Key understandings and skills to be promoted</b>
<b>Specific outcomes to be achieved</b> (These could range over several key learning areas and cross-curriculum studies.)		
<b>Unit introduction</b> (What activities will be used to generate students' interest in the topic and capture their enthusiasm to engage with the planned learning?)		
<b>Prior student knowledge</b> (What strategies will be used to identify what students know about the topic and any misinformation they may have?)		
<b>Resource needs</b> (What resources will need to be available to the teacher or students?)		
<b>Clarifying student and teacher expectations</b> (When and how will the purpose of the unit for students and the expectations of the teacher be clarified?)		
<b>Monitoring student learning</b> (How will the teacher monitor students' ongoing learning?)		
<b>Teaching input</b> (What will the teacher teach? Will the teacher instruct students in how to undertake tasks? Will specific content be provided by the teacher? What 'fat' questions will the teacher pose to the class?)	<b>Unit sequence</b> (How will the planned teaching and learning activities be sequenced over the unit?)	
<b>Student response/work</b> (What will students do to extend their learning? What will they watch, read, discuss or listen and respond to? How will students gather, sort and present information? When will they work individually, in pairs and in groups?)		
<b>Student products</b> (What products will students produce as a consequence of their efforts? How will these products be used to further their learning? How will they be used to highlight and celebrate students' achievements?)		
<b>Homework or extension activities</b> (Will homework be a part of the unit? What will be its purpose, focus and duration? Who will be involved? Will it vary for different groups of students?)		
<b>Learning demonstration</b> (How will students demonstrate their learning? Cross-reference with student products.)	<b>Student action</b> (What action will students take as a result of their learning?)	
<b>Student self-assessment</b> (How will this be done?)	<b>Student reflection and personalising of learning</b> (What will be done to assist students to reflect on their learning and its importance to themselves and others?)	
<b>Assessing learning</b> (What tools and processes will be used to assess student learning outcomes?)		
<b>Student feedback</b> (How will student feedback on the value of the unit of study be obtained?)	<b>Unit review</b> (How will the unit be reviewed and updated?)	

## 5.9 Examples of good practice

Research undertaken by Owen and Andrew (2003) has identified various examples of whole-school approaches to teaching about Asia and Australia. They describe several term-length units of work that focused on encouraging students' understanding and respect for cultural difference. They also note that there are fundamental differences in the way curriculums are organised and delivered between primary and secondary schools.

The following extract describes a Year 9 'Asian Studies' unit developed at Busselton Senior High School in rural Western Australia. As students had limited exposure to the cultures of countries outside Australia, a comparative focus was chosen in which students were introduced to three religions – Shinto, Hinduism and Islam – and were asked to compare and contrast the principles and beliefs of each.

### **Connecting with local issues.**

There was a strong emphasis in the Busselton unit on group work in the classroom, and the acquisition of process skills such as atlas reading, note taking from videos, journal writing and accessing the internet. The fact that the economy of Busselton relies heavily on tourism and that the students in the town were likely to be affected by the tourism provided a means for introducing students to the effects of tourism in Asian countries. The major assignment for the unit involved the development of a management plan for a proposed tourist site in a country such as Laos, Thailand, Cambodia or the Philippines.

A key outcome for students was to appreciate that the reasons for differences in culture have definite historical links and that these differences are not random or illogical, and that contemporary Australia has some similarities with other cultures and religions within cultures.

Owen and Andrew, 2003

In several cases classroom-focused teaching was extended to include excursions and/or visitors, which gave a real-life aspect to the learning. The extract below describes one such case from Beechworth Secondary College, which is situated in a country town in Victoria with a long history of Chinese settlement. The school was in its sixth year as an Access Asia school when the study was undertaken.

### **Exploring local connections with Asia.**

Studies of Asia are embedded within most key learning areas in years 7–10. In year 7 all three classes studied a unit called 'Ancient China'. The unit rests on Chapter 5 of the text 'Exploring North East Asia' and encourages students to learn more about ancient China through a wide variety of teaching techniques, including HOT (higher order thinking) activities, creation of pamphlets, costume and digital photography, presentation of China fact files and comprehension of written and visual text. Through these strategies students increased their knowledge and understanding of cultural, historical and environmental aspects of China. Taking advantage of the historical setting students also visited Beechworth's Chinese History Heritage Trail that includes a cemetery that holds the graves of Chinese miners who came to Beechworth in the "Gold Rush" years.

Owen and Andrew, 2003



The Hills Montessori Primary School, which is located in the Adelaide hills, offers a unit called 'Festivals and Celebrations'.

**Utilising school community expertise.**

A principal motivation for the unit was to counter rising animosity and fear towards other religions and beliefs. Opportunity was provided for the participation of parents and the wider school community. From October to December, many cultural and religious groups celebrate significant festivals. The students studied four such festivals: Halloween, Diwali, Ramadan and Christmas.

Features of the unit were: integration across disciplines, student research presented in booklets, and visits by guest speakers. In this case, the speakers were an Indian born in South Africa, an Indonesian consular representative, and a young woman from Afghanistan. The teacher said that these visits put 'a positive face on these unfamiliar celebrations and gave the children greater understanding of different beliefs.

Owen and Andrew, 2003

Another model of good practice is provided by The Essington School. This Darwin school has adopted a strong international focus with an emphasis on studies of Asia and Australia. This focus was undertaken in order to provide opportunities for individual students and the school community to develop:

- attitudes that accept and value cultural diversity
- an understanding of the diversity and commonalities of other cultures, societies and environments
- sensitivity and empathy for all peoples and environments, particularly those of Asia
- an enhanced appreciation of our own Australian culture and environment.

A significant trigger for change in the school was the strong belief of the principal and leadership team that studies of Asia was essential learning for students. The school began by offering professional learning for teachers in studies of Asia, identifying individual teachers as possible leaders and supporting teachers to participate in study tours to Asia. The school audited resources in the local and school community and developed classroom programming guidelines to integrate studies of Asia and Australia across the school and curriculum. Indonesian language is also a strong priority in the school. Figure 11 lists some of the features of the school's extensive studies of Asia.

**Figure 11: Features of The Essington School's programme**

**Leadership support:**

- the active encouragement and affirmation of teacher involvement in studies of Asia professional learning
- priority given to resourcing this area of the curriculum
- the identification of a studies of Asia coordinator to lead programmes
- the establishment of a team to develop and plan initiatives
- reports about studies of Asia activities to be featured at each staff meeting
- teacher efforts to be profiled and affirmed in the school's weekly school bulletin and other school publications
- studies of Asia and Australia to be included in the school's awards and affirmation systems.

**Teacher commitment and support:**

- teachers to be assisted at curriculum planning meetings to develop interesting and age-appropriate programmes
- teachers to work in teams to promote the integration of studies of Asia and Australia across KLAs and year levels
- teachers to be supported to participate in study tours in Asia.

**Resources:**

- an extensive collection of age-appropriate learning resources
- the establishment of a dedicated studies of Asia centre
- the identification and use of community resources (ie people, buildings, dance and art, the Thai Australia Friendship Association)
- parents to be involved in class and school-wide activities and to contribute to country resource boxes.
- cross-curricular and across-school special focus days (eg Harmony Day and national and festival days) and multicultural activities.

**Special initiatives:**

- a student ambassador programme where students become ambassadors for particular Asian countries for a year
- cross-curricular and across-school focus days (eg Harmony Day and national and festival days) and multicultural activities.

**Active connections with the region:**

- the development of sister school links
- regular visits by students from Tamagawa University School, Tokyo, and home stay with Essington families
- a programme of study tours for secondary and upper primary students.

**Celebrations:**

- cross-curricular and across-school special focus days (eg Harmony Day and national and festival days) and multicultural activities.



## 6.

# What support is available?

Support is available to assist with implementing a whole-school approach to the delivery of studies of Asia and Australia. This section outlines:

- external sources of support
- internal resources that will assist and sustain change in schools.

## 6.1 External support for whole-school implementation

### School change support tools

The National Statement identifies the broad knowledge, understandings, values and skills required to engage with Asia in the context of existing policies and practices in teaching and learning. It outlines supports that a school can draw on as it progresses from planning to classroom implementation.

This resource and the earlier planning guides – *Change is a journey, not a blueprint* and *Studies of Asia: A Workbook for the Journey of Change* – contain advice, examples and tools to help schools establish a planning framework for the introduction of studies of Asia and Australia.

Further information about these resources can be found at the AEF website at <http://www.asiaeducation.edu.au>.

### Expert consultants

Studies of Asia Advisers are available in each State and Territory to provide professional learning and curriculum advice and support to teachers and schools. Contact details can be found on the AEF website.

### Professional Learning Programmes

Professional learning programmes, described below, support specific texts, pedagogies and knowledge in relation to teaching about Asia .

#### – National professional learning programmes

National professional learning programmes include national forums, train-the-trainer programmes related to texts or new initiatives, online tutorials and post-graduate study programmes through distance education. Information and specific professional learning programmes can be found on the AEF website: [http://www.asiaeducation.edu.au/public\\_html/prof\\_learn\\_intro.htm](http://www.asiaeducation.edu.au/public_html/prof_learn_intro.htm)

#### – State's and Territory's professional learning programmes

State and Territories offer professional learning about studies of Asia and Australia connected with their local priorities and curriculum context. Initiatives vary in each State and Territory; they may include network focussed professional learning, short courses, opportunities for post-graduate study and school based consultancy. Contact details for States and Territory programmes can be found on the AEF website.

#### – Online professional learning programmes

Online professional learning programmes have been developed to provide flexible, self-paced options for teachers to increase their knowledge in the area. These programmes

usually include a tutorial that assists teachers to integrate the use of electronic resources in curriculum programmes and promotes the use of multimedia in classrooms, and another that introduces teachers to texts from Asia.

#### **– Downloadable professional learning programmes**

Downloadable programmes are also available. *Developing Intercultural Understanding* introduces primary and secondary teachers to approaches for teaching about culture in the humanities, arts and languages curriculum. *The Really Big Beliefs Project* supports teaching about belief systems practised in contemporary Australia, and covers Christianity, Buddhism, Islam, Taoism, Shinto, Judaism, Hinduism and atheism. The regional and global issues programme examines key issues that affect cultures and societies across Australia and Asia, such as the movement and exchange of people, goods and ideas; influences on cultural and community identities; regional cooperation; and the challenge of tourism. Other downloadable programmes focus on integrating studies of Asia and Australia into the Arts and English.

#### **– International programmes**

The AEF, in collaboration with State and Territory jurisdictions, offers a range of international programmes for educators to gain first-hand experience of the countries of Asia. Linking Latitudes Conference and Fieldtrip programmes have been conducted in Indonesia, China and Vietnam. Short-term study programmes are offered annually in India, China, Vietnam and Korea and there are exchange programmes with Korea, India and Indonesia.

The key to success has been the depth and quality of the professional learning programme in providing sound educational and philosophical, political and economic grounds for equipping students in being Asia and globally aware.

**Teacher, from *Change is a journey, not a blueprint***

#### **Print and electronic materials**

More than 65 print and electronic resources to support the teaching of studies of Asia and Australia have been developed for K–12 teachers and students. These materials are predominantly in English, the Arts, Studies of Society and Environment and Mathematics and are published by Curriculum Corporation. Most can be purchased online. Resources include national guidelines for supporting teaching and learning about Asia, as well as cross-curricular and country and learning area specific materials. Curriculum resources can be found under ‘Curriculum’ on the AEF website.

#### **Web-based support**

The AEF website also offers classroom resources, lesson plans, bibliographies and links to professional learning. The *Asia Scope and Sequence for English* highlights key studies of Asia concepts and content that can be incorporated into the P–10 English curriculum. Likewise, the *Asia Scope and Sequence for SOSE* makes connections within that learning area. Both publications are available online.



Other online services to support teaching about the countries of Asia include:

- an email-based discussion group in which more than 1,000 educators take part
- a self-paced tutorial that supports teachers to integrate electronic resources into classroom programmes
- professional learning workshops
- a directory of evaluated Internet resources
- a noticeboard of events.

### **AEF News**

The AEF News is a biannual publication sent free of charge to all Australian schools. It includes:

- discussion of key issues relating to Australia–Asia engagement
- information about current programmes and projects relating to the study of Asia
- updates on new and forthcoming curriculum resources
- information about forthcoming events.

Copies of the latest editions of the newsletter are available online.

## **6.2 Leadership commitment to the area**

School leadership teams have flexibility in terms of curriculum decision making along with responsibility for the organisational and administrative aspects of their schools. Those schools committed to introducing studies of Asia and Australia over several years confirm that involvement of school leaders is intrinsic to embedding this focus in their schools. Their stories can be found in *Curriculum Outcomes in Australian Schools*, a report on the AEF website. School leaders have become variously interested in the area because of the cultural diversity in their community, through a desire to update their curriculum, through a need to strengthen and broaden intercultural understandings in the school or through one or more of the arguments outlined in chapter 2 of this resource. Many become deeply committed to the area through the experience of a study tour.

In April 2005 I found myself immersed in the rapidly developing juggernaut of China. On one of the Asia Education Foundation study tours, I learnt that China is a nation on a growth elevator; changing the world as we knew it. Why didn't anyone tell me?

As a Principal and educator I came away with a burning question. In light of China's rapid growth and progress, is our education system preparing its students for an increasingly competitive and internationalised workplace?

When Australian government officials in China say Australia's future is as a tourist destination and our young people need to prepare for work in the service industry, we should ask ourselves is this what we as Australians are prepared to accept and be happy with. Are we happy just being a tourist destination and changing the linen for our visitors or do we want Australians to contribute and be significant on the world stage? As educators we have a responsibility to ensure our students are equipped with the skills and knowledge to gain a place in the world, which is both meaningful and personally fulfilling.

**Gary Campbell, Principal, Auburn South Primary School**

As with nearly all school improvement and curriculum renewal strategies, successful implementation of whole-school change depends on the support of school leadership. As demonstrated in The Essington School's strategy (see Figure 11, page 37) and exemplified in the following quote, the support of school leadership makes a huge difference to the speed, overall take-up and sustainability of change.

I decided early on that I needed a committee of teachers to support the programme. I initially thought that there would be interested staff out there willing to get involved. How naïve I was! When no one volunteered I did not despair but rallied executive staff into nominating one person per key learning area to the committee ... (but) only two teachers turned up. Luckily one was the deputy principal, who swiftly got on the phone and got all the others there in no time at all. My first piece of advice would be get support in high places!

**Teacher, from *Change is a journey, not a blueprint***

For many teachers, teaching about Asia can initially be intimidating because they lack specific knowledge about Asian countries and cultures. Leadership encouragement and support is needed to signal to staff not only that the school is committed to the adoption of studies of Asia and Australia, but that it will support staff to undertake this change.

In order to introduce studies of Asia and Australia across the school in a coherent and coordinated fashion, the leadership team will need to determine what action needs to be taken. The school executive will need to establish a budget to fund the various strategies that support both the implementation and ongoing provision of a quality studies of Asia and Australia curriculum.



## 6.3 In-school support strategies

Some of the more common in-school strategies that school leaders have successfully employed are described below.

### Identify staff to manage the area

In order to maintain a focus on the area, many schools have established the role of Studies of Asia and Australia Coordinator. This person has responsibility for managing, monitoring and reviewing the school's implementation plan and processes. Some schools have also appointed a community liaison coordinator to establish links between the school and local Asian communities, Asian school communities internationally, and associations that facilitate closer cultural, artistic and sporting relationships between Asia and Australia.

The Humanities Department at my school worked as a team to embrace studies of Asia as a major focus for the following year. Even though I was the facilitator, my six colleagues responded with equal enthusiasm. The initial idea to include 'a unit' grew into a whole-school vision.

*Teacher, from **Change is a journey, not a blueprint***

### Establish support committees

A studies of Asia and Australia teaching and learning committee is usually established to support the implementation process. Possible roles for the committee include:

- designing and implementing the action plan
- designing assessment tools to collect data on student knowledge, skills and perceptions in relation to studies of Asia and Australia
- undertaking research about content knowledge and approaches to teaching about other cultures, evaluating resources and identifying websites for teacher and/or student use.

### Discuss strategies for involving the whole school community

The implementation committee became an important forum for sharing ideas and for keeping our focus on the goal of having studies of Asia being taught right across all levels within three years. We exceeded our goal because of the sharing and communication facilitated through the committee. It has now become one of our regular curriculum committees and keeps us on our toes by feeding back staff, student and parent perceptions of the learning being promoted through the programme.

*Teacher, from **Change is a journey, not a blueprint***

Many schools have found their parent community to be a source of expertise and support for curriculum change. Parents have become strong lobbyists on school councils for a relevant, up-to-date curriculum. They may also actively participate as speakers, or organise activities that promote understandings of cultural diversity. For more information about parent organisations' views on studies of Asia and Australia, go to [http://www.asiaeducation.edu.au/public\\_html/reports.htm](http://www.asiaeducation.edu.au/public_html/reports.htm).

### **Document implementation strategies and practice**

Establish a framework and schedule to guide teachers' implementation efforts and support them to document the ways in which they have put their plans into place so that others can benefit from their experience. Student work should also be displayed and featured in school publications.

### **Purchase studies of Asia and Australia resources**

A broad range of materials has been developed to support teachers to integrate studies of Asia and Australia within the curriculum. Identify teachers' and students' resource needs and over time acquire a good stock of commercially produced materials to complement teachers' own resource development efforts. The AEF website describes numerous resources suitable for curriculum planning and for use in the classroom.

### **Encourage and support professional learning**

While teachers can acquire knowledge about Asia and Asian cultures through personal reading, teacher demonstrations and working alongside other teachers, external professional learning will also be vital in the initial stages of implementation and will enable staff to build up their support networks. Where possible, the knowledge of experienced teachers of studies of Asia and Australia should be leveraged, for example by releasing them to prepare and deliver school-based workshops and demonstration lessons.

I developed a unit of work on Indonesia and was prevailed upon to give a demonstration lesson to the other teachers in grade 6. Although I was reluctant and felt pretty nervous about this, it seemed to work well and set a pattern whereby each of us now undertakes to demonstrate a lesson about Asia each term.

**Teacher, from *Change is a journey, not a blueprint***



Learning groups can also be established to facilitate collaborative planning and the exchange of teaching ideas, resources and practices. Visiting schools with a well-established and highly regarded programme or inviting teachers with expertise to demonstrate good practice will also advance professional learning. Cole (2004) outlines a range of professional learning strategies to promote awareness about and teaching of studies of Asia and Australia:

***Self-directed reading, listening or viewing training materials***

This can be an individual or a group activity (eg a book club). A good learning library (including books, journals, CD-ROMs, DVDs and videos) is a vital resource for self and group study.

***Participation in an in-house workshop***

In-house workshops can be initiated by an individual, teaching team or faculty. They can be forums for sharing ideas, reflection, team building, networking and building across-year-level and faculty cooperation.

***Mentor advice***

A formal mentoring programme (including a mentor training programme) will provide less experienced staff with access to those with more expertise. A mentor can provide valuable advice and counsel by being a 'dedicated network of one' who is committed to assisting a colleague.

***Classroom observation***

Observing good classroom practitioners and debriefing after an observation session is an excellent way to see theory translated into action. Appropriate protocols need to be established about what to do prior, during and after a session to ensure that it is a positive and productive experience for both practitioner and observer.

***Team teaching***

This strategy enables teachers to learn from and share their expertise with their colleagues. A team could plan a lesson and jointly deliver and evaluate it. Team teaching also offers teachers the opportunity to receive and give performance feedback.

***Working with other schools/clusters***

Schools in many parts of Australia are working together to share strategies, resources and professional knowledge within formal, geographically based clusters or more informal networks of schools. This strategy can maximise the opportunity for local professional learning and the efficient sharing of resources.

**Create a culture of learning**

Leadership teams can support the implementation of studies of Asia and Australia by creating a learning culture within the school. Strategies for doing this include providing opportunities for staff to develop and exercise their management and instructional leadership skills, encouraging staff to undertake pedagogy research, providing opportunities for reflection on teaching processes and learning outcomes, having 'middle managers' (eg subject or level coordinators) accept greater responsibility for the teaching

effectiveness of their faculty or team and ensuring that appropriate professional learning resources are available.

Cole (2004) outlines some issues that leadership teams might address when embarking on the task of establishing a vibrant, professional learning culture:

#### **Structure development opportunities**

- How can job responsibilities be enriched?
- How can staff be assisted to develop classroom demonstration skills?
- How can staff be encouraged to visit each other's classrooms and offer feedback?
- How can the school's professional learning library and its usage be improved?
- How can staff be encouraged to take risks?
- How might the training budget be used to foster in-school learning opportunities?
- How might coaching and mentoring arrangements be formalised?

#### **Review and monitor development**

- How can we help staff reflect on their teaching processes and outcomes?
- How can we improve the data collected to give teachers feedback about their classroom effectiveness?
- How can we assist staff to review their developmental progress?
- How can we reinvigorate jaded staff?
- How can we make staff reviews and development planning more effective?
- How can we build a stronger link between teacher learning and teacher behaviour?

#### **Encourage staff to network**

Staff should be encouraged to join the State or Territory studies of Asia and Australia teacher network. It is also worthwhile subscribing to the Asia EdNet discussion group/ mailing list. Asia EdNet members can contribute their comments or information about classroom and teaching practices, curriculum resources and events related to teaching about Asia. They can also engage in collaborative projects.

#### **Establish a 'sister school' relationship**

Many Australian schools have established strong links with schools in Asian countries. These links can support the establishment of teacher and student exchanges and provide a great opportunity for collaborative projects between schools (eg iEARN at <http://www.iearn.org> and Global School House at <http://www.globalschoolnet.org/GSH>).



Busselton Senior High School has had a ten-year student exchange with a school in Japan, involving 12 Year 10 students and two staff during 2003. Last year was the first year of a new exchange arrangement involving Year 11 students. This links in with a sister city arrangement involving Busselton and Sugito in Japan.

In 2002, St Helens District High School hosted ten students and a teacher from Sanskriti School in New Delhi, and Unley High School has an exchange programme with a high school in Japan.

**Owen and Andrew, 2003**

### **Celebrate and promote the programme and its successes**

Student work, pictures, video clips, interviews, surveys, lists of problems/solutions, portfolios, parent testimonials, local newspaper stories, project presentations and cultural events can provide powerful evidence of what is happening in your school.

**Teacher, from *Change is a journey, not a blueprint***

Many schools have established expo days that enable them to showcase students' work and promote the good teaching and learning that is taking place in the school.

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- Liddicoat A, Papademetre L, Scarino A and Kohler M 2003, *Report on International Language Learning*, Department of Education, Science and Training, Canberra.
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- Owen, J & Andrew, P 2003, *Curriculum Outcomes in Access Asia Schools*, Department of Education, Science and Training, Canberra.
- Owen J, Ling I, Andrew P, Ling M 2005, *The Future of Studies of Asia and Australia in Australian Schools: An Evaluative Investigation*, Department of Education, Science and Training, Canberra.
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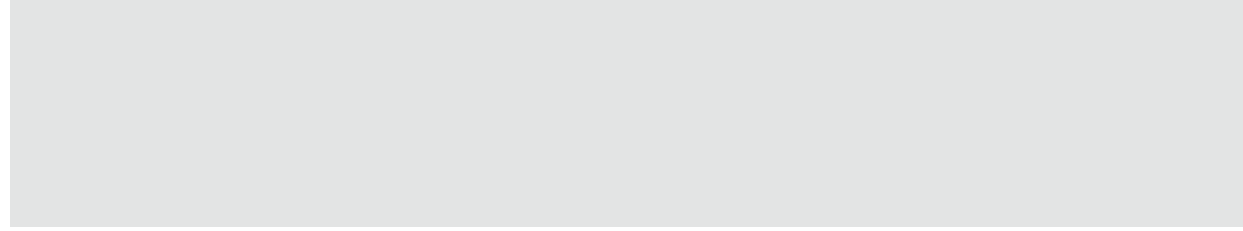
**Proforma 1: Indicators of an Asia-engaged school**

Indicator of Asia literacy	Score out of 10*	Action required
There is a team committed to a whole-school, across-the-curriculum approach to studies of Asia and Australia.		
The school acknowledges the place of studies of Asia and Australia in the school and has a policy of incorporating these studies across learning areas.		
There is a school action plan to implement the studies of Asia and Australia as set out in the National Statement.		
Studies of Asia and Australia are integrated with other education priorities (eg the local curriculum, values, civics and citizenship).		
School leadership actively supports the studies of Asia and Australia programme.		
Studies of Asia and Australia are sequential and interrelated, with multiple entry points for students.		
The curriculum reflects the integration of studies of Asia and Australia into the learning areas.		
The school community is committed to adequately resource and support the programme.		
Students have the opportunity to learn an Asian language.		
Staff can undertake studies of Asia and Australia professional learning activities.		
Exchanges and personal experiences of Asian peoples and countries are promoted.		
Studies of Asia and Australia have a visual presence in the school and are celebrated.		
Your own indicator:		
Your own indicator:		
Your own indicator:		

\* 1 = room for improvement; 10 = completed or working at capacity.

**Proforma 2: Auditing the curriculum by year level**

Year level:			
Learning area	Studies of Asia and Australia-related content, theme or integrated unit	Teaching and learning strategies	Duration of activity
Integrated focus			
Special events/excursions/incursions			



**Proforma 3: Auditing the curriculum by learning area/discipline/domain**

Learning area	Studies of Asia and Australia-related content, theme or integrated unit (including special events/ excursions/incursions)	Teaching and learning strategies	Duration of activity
Year 7			
Year 8			
Year 9			
Year 10			
Across year levels			

**Proforma 4: Action plan**

<b>Goal/Strategic objective</b>		
<b>Targets/Outcomes</b>		
<b>Results by date</b>		
<b>Performance indicators</b>		
<b>Baseline data</b>		
<b>What are the connections with local curriculum and priorities?</b>		
<b>Issues</b>	<b>Solutions</b>	
<b>Actions to be taken</b>	<b>Responsibility</b>	<b>Timeline</b>
Action 1:		Start:
		Complete:
Action 2:		Start:
		Complete:
Action 3:		Start:
		Complete:
<b>Resources</b>	<b>Costs</b>	
<b>Evaluation/Review</b>		



**Proforma 5: Curriculum planning chart**

Year level/s:				
Local curriculum outcomes/ requirements	Emphasis area	Learning area e.g. English	Learning area	Learning area
	Understand 'Asia'			
	Develop informed attitudes and values			
	Know about contemporary and traditional Asia			
	Connect Australia and Asia			
	Communicate			

**Proforma 6: Curriculum unit planner**

<b>Topic name</b>	<b>Year levels</b>	<b>Unit duration</b>
<b>Big idea</b>		
<b>State/Territory curriculum content areas and strands to be addressed</b>		<b>Key understandings and skills to be promoted</b>
<b>Specific outcomes to be achieved</b>		
<b>Unit introduction</b>		
<b>Prior student knowledge</b>		
<b>Resource needs</b>		
<b>Clarifying student and teacher expectations</b>		
<b>Monitoring student learning</b>		
<b>Teaching input</b>		<b>Unit sequence</b>
<b>Student response/work</b>		
<b>Student products</b>		
<b>Homework or extension activities</b>		
<b>Learning demonstration</b>		<b>Student action</b>
<b>Student self-assessment</b>		<b>Student reflection and personalising of learning</b>
<b>Assessing learning</b>		
<b>Student feedback</b>		<b>Unit review</b>



### **The learning goals to be achieved by the end of schooling**

The National Statement outlines what young people would optimally know, understand and be able to do by the end of their schooling as a result of their engagement with Studies of Asia and Australia in the curriculum. The learning goals are aspirational and will need to be adjusted to the various levels of schooling.

There are five emphases.

#### **Understand 'Asia'**

Students will be able to:

- explain what the term 'Asia' means, with some reference to geography, history, culture and the economy
- understand and appreciate something about the diversity of Asia's peoples, environments, cultures, belief systems and societies
- understand the importance of the countries of Asia and their economic, strategic and cultural links with other countries in the world, particularly Australia.

#### **Develop informed attitudes and values**

Students will:

- develop and communicate informed attitudes and behaviour towards Asian people, events, issues and lifestyles
- be aware of the plurality, interdependence and commonality of humanity
- be able to understand, critically analyse and respond to stereotyped views of Asian peoples, cultures, societies and organisations
- recognise, understand and support the agreed values for Australian schooling with a particular focus on cooperation and mutual respect between the peoples of Australia and our neighbours in the Asian region
- participate in values clarification, ethical justification and social negotiation to support their confident participation in dialogue about Australia's future and Australia-Asia engagement.

#### **Know about contemporary and traditional Asia**

Students will:

- understand contemporary Asian societies, cultures, environments and beliefs, and current connections between the cultures and peoples of Asia and other parts of the world, including Australia

- be able to explain the contributions cultures of Asia make to world heritage, traditions and human endeavour, including those in the arts, science, technology, philosophy, business, education, and religious and spiritual beliefs
- know about particular episodes, events and issues in the history of the Asian region that help explain why the region and its countries are as they are, and which have made significant contributions to world development and knowledge.

### **Connect Australia and Asia**

Students will:

- understand current trends and developments common to Australia, the region and the world
- be able to identify and analyse contributions made to Australian society by Australians of Asian heritage and by Australians living and working in Asia
- understand how increasing cultural diversity through Asian immigration, tourism, investment and trade has influenced Australian society and culture
- be familiar with the history of Australia–Asia engagement and its relationship to current and diverse expressions of friendship, cooperation and intermittent tensions.

### **Communicate**

Students will:

- develop intercultural skills and understandings to participate in, learn from, contribute to and engage confidently in diverse cultural environments at home and abroad
- be able to interact effectively with people of the Asian region both within and outside Australia confidently
- increasingly be able to communicate in one or more Asian languages.

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