



Australian Government

Department of Education, Employment
and Workplace Relations



Leading 21st Century Schools: Engage with Asia

A national initiative for principals

National Forum Activities



Asia Education Foundation

Acknowledgements

The Asia Education Foundation wishes to thank the following organisations for their generous contributions to the Leading 21st Century Schools: Engage with Asia Project:

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Leonie Trimper, President, Australian Primary Principals Association

Anne Tumak, President, Australian Joint Council of Professional Teaching Associations

The AEF also wishes to acknowledge the contributions of the following:

Brian Elliot, Manager, Human Society and Its Environment, Curriculum Directorate K-12, Department of Education and Training NSW

Dr David Gurr, Australian Council of Education Leaders, The University of Melbourne

Carol Kelly, Assistant General Manager, Learning Programs Branch, Department of Education and Early Childhood Development

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Project partners

Departments of Education

Department of Education and Training, Australian Capital Territory

Department of Education and Training, New South Wales

Department of Employment, Education and Training, Northern Territory

Department of Education, Training and The Arts, Queensland

Department of Education and Children's Services, South Australia

Department of Education, Tasmania

Department of Education and Early Childhood Development, Victoria

Department of Education and Training, Western Australian

Peak Principals Associations

Australian Primary Principals Association

Australian Secondary Principals Association

Association of Heads of Independent Schools Australia

Catholic Secondary Principals Australia

Australian Principals Associations Professional Development Council

State and Territory Coordinating Groups

The AEF wishes to acknowledge the important work of the State and Territory Coordinating Groups which manage the project locally and facilitate the 2008 National Forum Activities.

AEF Studies of Asia Advisers

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Jennifer Curtis, Department of Education and Training, New South Wales

Lisa Hayman, Department of Education and Early Childhood Development, Victoria

Rosita Kandiah, Department of Employment, Education and Training, Northern Territory

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Marcia Rouen, Department of Education, Training and The Arts, Queensland

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Jackie Thomson, Department of Education and Children's Services, South Australia (2008)

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Guidelines for State and Territory Coordinating Groups

Certain Knowledge

2008 National Forum Activities

Asia Education Foundation

Certain Knowledge

Editing and Desktop Publishing

Parkhouse Pty Ltd

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Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

Acknowledgement

This project was funded by the Australian Government Department of Education, Employment and Workplace Relations through the Asia Education Foundation under the Grants and Awards Program.

The National Forum was funded by the Australian Government Department of Education, Employment and Workplace Relations as a quality teacher initiative under the Australian Government Quality Teacher Program, and through the Asia Education Foundation, under the Grants and Awards Program.

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Leading 21st Century Schools Project Overview

Project Background

The Asia Education Foundation (AEF) has received Australian Government Department of Education, Employment and Workplace Relations (DEEWR) funding of \$1.5 million for a three-year project. The project aims to build a national cohort of Principal 'champions' to increase the uptake of the *National Statement for Engaging Young Australians with Asia in Australian Schools*.

The Asia Education Foundation is a foundation of Asialink at The University of Melbourne and Curriculum Corporation.

Project Rationale

The project acknowledges the vital role of Principals in leading the development of sustainable whole-school policies and curriculum.

Key Partners

The key partners for this project include:

- State/Territory Departments of Education
- All peak principals' professional associations
- Australian Joint Council of Teacher Professional Associations.

A full list of those organisations supporting the project is on Page 1.

Project Stages

The project includes two Phases:

Phase 1

- National Forum held Adelaide on May 19-20, 2008. 118 participating Principals, together with members of Project's State and Territory Co-ordinating Groups (STCGs), representatives from Principals' associations, Departments of Education including Studies of Asia and Australia Advisers (Advisers), curriculum and assessment authorities and invited school leaders attended.
- The National Forum is followed by two statewide meetings and two local network meetings from June to September 2008 to support Principals to undertake school-based activities to embed studies of Asia and Australia in school curriculum. The final statewide meeting will showcase school action.

Phase 2

Grants for up to 45 schools to a maximum of \$10,000 are available in 2009 to support further school action. The 2009 National Forum, to be held in August, will showcase the outcomes of Phase 2.

Project Materials

The Project's *Tool Kit* comprises professional learning activities and support materials including:

- **National Forum Activities:** three introductory activities for State and Territory groups.
- **Tool Kit Modules:** four linked Modules outlining a series of professional learning activities designed to assist Principals to take a lead role in their school in creating and sustaining programs to engage young Australians with Asia. The Tool Kit Modules will be useful at the first statewide network meeting and the two subsequent local network meetings.
- **Resource Materials:**
 - National Statement for Engaging Young Australians with Asia in Australian Schools*, 2005 and related *Professional Learning Workshops*, *Presentation Guidelines* and PowerPoint presentation, 2006
 - A guide to implementing the National Statement for Engaging Young Australians with Asia in Australian Schools*, *Teacher and School Resource*, 2006
 - Asia Scope and Sequence for The Arts, SOSE and English* and associated resources
 - Now more than ever we live in one world*, 2008
 - 2020 Schools Engage with Asia DVD*, 2008 to be provided following the National Forum.

All of the resources above plus the AEF suite of high quality curriculum resources and professional learning programs for primary and secondary teachers and students are available at www.asiaeducation.edu.au.

Leading 21st Century Schools Project National Forum Activities

Activity 1: Why is it important for my school community to engage with Asia?

Duration: 1 hour 15 minutes

Time	Activity	Resources
0-20	<p>Step 1 <i>Outline the aims:</i> Show Slide 1 Participants will:</p> <ul style="list-style-type: none"> ■ Be introduced to the Project members of the State and Territory Co-ordinating Group (STCG) and Principal participants ■ Understand the rationale and the intent of the <i>National Statement for Engaging Young Australians with Asia in Australian Schools (National Statement)</i> ■ Be informed about support for the Project provided locally <p>Step 2 Introductions The group comprises:</p> <ul style="list-style-type: none"> ■ STCG members – Principals’ associations representatives, State/Territory Department of Education representatives including Advisers, Managers with responsibility for AEF programs and leadership institute representatives. ■ Participating Principals ■ Representatives of curriculum and assessment authorities and education stakeholders ■ Invited school leaders <p>INTRODUCE self and ask then participants to briefly introduce themselves and their role. NOTE that the group may have varying levels of experience in engaging with Asia. ACKNOWLEDGE that some participants are from organisations other than schools.</p> <p>ASK participants to individually consider the following question and write a short response on the reflection card provided:</p> <p>Show Slide 2 Thinking about today’s keynote presentation, <i>The Power of Proximity</i> by Tim Harcourt, what do you see are the key implications for your school?</p> <p>ALLOW a few minutes for writing ASK participants to share their response with a group of 3-7 people. ASK each group to identify the most common response. PROMPT for deeper responses eg curriculum, school change, community partnerships, etc. RECORD responses on flipchart or whiteboard</p> <p>ASK participants to keep this card in their folder and mention that they will be asked to build on this reflection in National Forum Activities 2 and 3.</p> <p>INDICATE that many of the issues raised will be explored further during the course of the Forum and during the Leading 21st Century Project.</p> <p>Step 3 Know the <i>National Statement</i></p>	<p>Slide 1</p> <p>State/Territory participant list in National Forum folder</p> <p>Reflection card</p> <p>Slide 2</p> <p>Flip chart/whiteboard to record responses</p>
20-60	<p>WALK participants briefly through the resources in the Tool Kit (red box). NOTE the different parts:</p> <ol style="list-style-type: none"> 1. National Forum Activities X 3 2. Tool Kit Modules X 4 for use by principals in their schools and for consideration at the First Statewide Meeting 	

Time	Activity	Resources
	<p>ASK participants to locate the <i>National Statement</i> and then INTRODUCE it as follows:</p> <ul style="list-style-type: none"> ■ The <i>National Statement for Engaging Young Australians with Asia in Australians Schools</i> was endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2005 in recognition of the growing significance of the Asian region and the importance of Australia’s cultural, economic and strategic engagement with Asia. ■ The <i>National Statement</i> builds on the significant work undertaken since 1993 by the AEF in partnership with all education jurisdictions and schools across Australia in integrating studies of Asia across learning areas. <p>The <i>National Statement</i> also outlines the broader social purpose of engaging with Asia. (Page 4)</p> <p>Show Slide 3: <i>Knowledge and understanding of Asia and Australia’s relationship with Asia make an important contribution to building the social capital of our nation: enriching Australians’ social, creative and intellectual development by extending their skills, vocational opportunities and aspirations; and developing an understanding of themselves, their own society and the richness of human experience.</i></p> <p>ASK participants to form different groups of 3-7 so they meet others in the group.</p> <p>REFER participants to Pages 4-5 of the <i>National Statement</i> containing the four key reasons for Australia to engage with Asia. ALLOW 5 minutes reading time</p> <ul style="list-style-type: none"> ■ Being good neighbours and responsible global citizens ■ Harmonious Australia ■ Creative Australia ■ Prosperous Australia <p>ASK participants to individually consider the following question: Show Slide 4 ■ Which of the reasons most resonated with you as a Principal and why?</p> <p>ASK each participant to share their response with their group and then as a group identify the most compelling reason. PROVIDE each table with 1 set of three post-it notes. ASK a representative of each group to put a GREEN sticker against the most compelling reason.</p> <p>Using the same process ASK the group to develop consensus on their response to each of the following questions: ■ What do you think would most resonate with your teaching staff and why? REPEAT the process using PINK stickers</p> <p>■ What do you think would most resonate with your parent community and why? REPEAT the process using ORANGE stickers</p> <p>■ Are there other reasons which are not listed that should be included and why? LIST any other reasons on the flip chart/whiteboard.</p> <p>REFLECT on the outcomes of the activity and, SEEK responses from participants:</p> <ul style="list-style-type: none"> ■ What was the most compelling reason overall? Does this surprise you? ■ How might you test this response with your community? ■ What does it say about how you might proceed to bring about change in this area? 	<p><i>National Statement</i></p> <p>Slide 3</p> <p>Put up four sheets of butchers’ paper on the wall, each with one of the reasons from the <i>National Statement</i> and 3 response areas: Principals, teaching staff and parent community Slide 4: questions</p> <p>1 set green, pink and orange post-it notes per group</p>

NATIONAL FORUM ACTIVITIES

Time	Activity	Resources
	<p>INTRODUCE the next session to focus in on the local curriculum connections and resources and, INDICATE that many of the issues raised in discussing the rationale for the <i>National Statement</i> will be revisited during the Forum and the Leading 21st Century Schools Project. Links to Tool Kit Module 1</p>	
60-75	<p>Step 4 Making connections with curriculum and resources in your State/Territory</p> <p>INTRODUCE representative from the State/Territory Department of Education to present a short 10 minute report on:</p> <ul style="list-style-type: none"> ■ Overview of what opportunities exist for including studies of Asia in State/Territory curriculum? ■ Why is this project important to the Department and how does it link to current priorities? ■ What studies of Asia activities/opportunities outside this project are planned for 2008? (for example, study tours/exchange programs, professional learning, relevant grants etc) <p>FIELD questions and comments from participants. ASK if there are any participants who have gone on study tours/exchange programs to Asia and/or professional learning programs about Asia SEEK comments about the benefits and outcomes. INDICATE that the next session will focus on what it means to be an Asia engaged student and school.</p>	<p>Handout prepared by Department of Education senior manager to be distributed to all participants</p>

National Forum Activity 1

Slides

Slide 1

Aims

Participants will:

- be introduced to the Project members of the State and Territory Coordinating Group (STCG) and Principal participants
- understand the rationale and the intent of the *National Statement for Engaging Young Australians with Asia in Australian Schools (National Statement)*.
- be informed about support for the Project provided locally

Slide 2

Thinking about today's keynote presentation, *The Power of Proximity* by Tim Harcourt, what do you see are the key implications for your school?

Slide 3

Knowledge and understanding of Asia and Australia's relationship with Asia make an important contribution to building the social capital of our nation: enriching Australians' social, creative and intellectual development by extending their skills, vocational opportunities and aspirations; and developing an understanding of themselves, their own society and the richness of human experience.

National Statement Page 4

Slide 4

- **Which of the reasons most resonated with you as a Principal and why?**
- **What do you think would most resonate with your teaching staff and why?**
- **What do you think would most resonate with your parent community and why?**

National Forum Activity 1

PowerPoint presentation

National Forum Activity 1

Aims

Participants will:

- be introduced to the Project, members of the State and Territory Coordinating Group (STCG) and Principal participants
- understand the rationale and the intent of the *National Statement for Engaging Young Australians with Asia in Australian Schools (National Statement)*.
- be informed about support for the Project provided locally



Leading 21st Century Schools: Engage with Asia

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Slide 1

National Forum Activity 1

Thinking about today's keynote presentation, *The Power of Proximity*, by Tim Harcourt, what do you see are the key implications for your school?



Leading 21st Century Schools: Engage with Asia

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Slide 2

National Forum Activity 1

PowerPoint presentation

National Forum Activity 1

“Knowledge and understanding of Asia and Australia’s relationship with Asia make an important contribution to building the social capital of our nation: enriching Australians’ social, creative and intellectual development by extending their skills, vocational opportunities and aspirations; and developing an understanding of themselves, their own society and the richness of human experience”.

National Statement, page 4



Leading 21st Century Schools: Engage with Asia

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Slide 3

National Forum Activity 1

- Which of the reasons most resonated with you as a Principal and why?
- What do you think would most resonate with your teaching staff and why?
- What do you think would most resonate with your parent community and why?



Leading 21st Century Schools: Engage with Asia

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Slide 4

Leading 21st Century Schools Project National Forum Activities

Activity 2: What does an Asia-engaged student and school look like?

Duration: 1 hour 30 minutes

Time	Activity	Resources
0-5	<p>Step 1 OUTLINE the aims Show Slide 1 Participants will:</p> <ul style="list-style-type: none"> ■ Understand the goals of the <i>National Statement</i> in developing an Asia-engaged student and consider the school planning implications ■ Explore the capacity of the <i>Asia Scope and Sequence</i> documents to support curriculum planning and implementation ■ Identify possible school change strategies <p>ASK participants to consider the previous day's input and write on the reflection card used in Activity 1. ASK participants to add any further thoughts about key implications for themselves and their school.</p> <p>SEEK a few further reflections from participants once completed.</p>	<p>Slide 1</p> <p>Reflection card from Activity 1</p>
5-45	<p>Step 2 What should students know and be able to do when they leave school in relation to Asia?</p> <p>This activity will focus participants on curriculum and student outcomes.</p> <p>ASK each participant to read Pages 8-9 of the <i>National Statement – An Asia-engaged young Australian</i>.</p> <ul style="list-style-type: none"> ■ Understand 'Asia' ■ Develop informed attitudes and values ■ Know about contemporary and traditional Asia ■ Connect Australia and Asia ■ Communicate <p>PROVIDE participants with Handout 1. ASK participants to briefly consider and respond to the following questions:</p> <ul style="list-style-type: none"> • What do I know our school already does to engage our students with Asia? • How do I know? <p>ASK participants to form groups of 3-7. ASK each participant to share their responses.</p> <p>SEEK some comments from participants acknowledging that there are participants at differing levels of engagement.</p> <p>DIVIDE the participant group in half: Group A and Group B. ASK participants to work in groups of 3-7 with some new people.</p> <p>ASK each group to consider the three key questions and develop a response (10 mins):</p>	<p><i>National Statement</i></p> <p>Handout 1 to be completed by each participant</p>

Time	Activity	Resources
	<p>Given the skills, knowledge and understandings required of an Asia-engaged student....</p> <p>Group A Questions</p> <ul style="list-style-type: none"> ■ What policies would you expect to be in place to develop Asia-engaged students? ■ What structures to support and review implementation of studies of Asia programs would you expect to see? ■ What curriculum would you expect to see? <p>Group B Questions</p> <ul style="list-style-type: none"> ■ What staff professional learning and development opportunities would you expect to see? ■ What whole-school events and partnerships would you expect to see? ■ How would studies of Asia be presented in the schools' communication materials? <p>ASK one of the tables in Group A to respond to one question SEEK additional comment from others and then, SEEK a response from another table to the next question REPEAT the process.</p> <p>ASK one of the tables in Group B to respond to one question SEEK additional comments from others and then, SEEK a response from another table to the next question REPEAT the process.</p> <p>SUM up responses and INDICATE that this activity has raised many of the key school planning issues which they as Principals will have the opportunity to explore during the Project. INDICATE that participants are at a range of points from beginning to consider the issues to more experienced. Activity 3 will provide an opportunity to identify a starting point/next step to build on this discussion.</p> <p>LINK to the next activity that will focus on support materials and strategies for making curriculum change related to developing scope and sequence.</p> <p>Links to Tool Kit Module 2 Step 2</p>	<p>Handout 2 - Group A pro forma</p> <p>Handout 3 - Group B pro forma</p> <p>Flip chart could be used to record responses</p>
45-90	<p>Step 3 Asia Scope and Sequence support materials</p> <p>OUTLINE that the purpose of the activity is to introduce participants to the <i>Asia Scope and Sequence</i> documents and support materials.</p> <p>INTRODUCE the purpose of the Asia Scope and Sequence materials</p> <p>Show Slides 2-4:</p> <ul style="list-style-type: none"> ■ <i>Statements of Learning</i> have been developed and approved by MCEETYA (2005) in English, mathematics, science, civics and citizenship and ICT. The <i>Statements of Learning</i> would describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9. These <i>Statements</i> are to guide the future development of relevant curriculum documents in States/Territories http://www.mceetya.edu.au/mceetya/statements_of_learning,22835.html ■ State/Territory curriculum frameworks are gradually being aligned to the <i>National Statements for Learning</i> ■ Logical links to the study of Asia identified in the <i>Statements of Learning for English</i> and, therefore common to all States and Territories are centred on the aims that students develop: <ol style="list-style-type: none"> 1. a knowledge of a broad range of texts 2. the ways in which texts may be interpreted and constructed according to 	<p>Slides 2-4</p>

NATIONAL FORUM ACTIVITIES

Time	Activity	Resources
	<p>cultural, social and personal backgrounds and contexts</p> <p>3. the capacity to use texts to make sense of one’s world, to broaden and promote shared cultural understandings to exercise judgement and responsibility in matters of morality, ethics and social justice, and to prepare one for lifelong learning.</p> <ul style="list-style-type: none"> ■ <i>Asia Scope and Sequence</i> documents have been developed for the English, Studies of Society and Environment (SOSE) and The Arts. ■ Each <i>Asia Scope and Sequence</i> document focuses on <i>Lower Primary, Upper Primary, Lower Secondary</i> and <i>Middle Secondary</i> levels of schooling. ■ The <i>Asia Scope and Sequence</i> documents are supported by a series of units of work and a short professional learning workshop. These are included in participants’ <i>Tool Kit</i> and are available on the AEF website www.asiaeducation.edu.au. <p>POINT out that this activity will focus on the <i>Asia Scope and Sequence for English</i>. Scope and sequence is important as research suggests that the goal of Asia-engagement is best met through the systematic school-wide inclusion of studies of Asia and Australia within mainstream curriculum across learning areas and year levels. Further AEF research has indicated that students from P-12, when studying Japan, predominately focused on origami, World War II/Hiroshima and not much else!</p> <p>DIVIDE the group into primary and secondary principals or simply NOMINATE the focus (primary or secondary) to each table.</p> <p>ASK each group to focus on one of the following:</p> <p>PRIMARY: Read Overviews by stage of schooling on Page 13 then Elaborations by aspect of English for Lower Primary, Reading and Viewing on Page 15 and consider the application of the three Access Asia texts provided.</p> <p>SECONDARY: Read Overviews by stage of schooling on Page 14 then the Elaboration for Lower Secondary, Reading and Viewing on Page 22 and consider the application of the three Access Asia texts provided.</p> <p>ASK participants to complete the questions in Handout 4 as they review the <i>Asia Scope and Sequence for English</i> and the relevant Access Asia resources.</p> <p>ASK participants to consider the issues around developing scope and sequence – particularly in relation to Asia, eg what countries, what themes and what language/s should be focused on?</p> <p>REFER participants to the range of resources to support change strategies in schools, Access Asia resources published by Curriculum Corporation, on the AEF Website www.asiaeducation.edu.au</p> <p>Indicate to participants that the next session will focus on how to build an Asian focus in your school.</p>	<p><i>Asia Scope and Sequence for English</i></p> <p>Access Asia texts - Primary: <i>Many Flowers, Snapshots of Asia: Thailand, Inspirations</i></p> <p>Access Asia texts – Secondary: <i>Film Asia, Impressions, Same Difference</i></p> <p>Handout 4</p>

National Forum Activity 2

Handout 1

What do I know our school already does to engage our students with Asia?	How do I know?
Understand Asia E.g. Teach geography of Japan	
Develop informed attitudes and values E.g. Values education program in Year 7	
Know contemporary and traditional Asia E.g. Include texts from Asia in Year 5 English	
Connect Australia and Asia E.g. Have a sister-school in China	
Communicate E.g. Teach Indonesian	

National Forum Activity 2 Group A

Handout 2

Question 1:

What policies would you expect to be in place to develop Asia-engaged students?

Question 2:

What structures to support and review implementation of studies of Asia programs would you expect to see?

Question 3:

What curriculum would you expect to see?

National Forum Activity 2 Group B

Handout 3

Question 1:

What staff professional learning and development opportunities would you expect to see?

Question 2:

What whole-school events, activities and partnerships would you expect to see?

Question 3:

How would studies of Asia be presented in the school's communication materials?

National Forum Activity 2

Handout 4

Asia Scope and Sequence for English

How could this document assist/strengthen the inclusion of studies of Asia in the curriculum?

Who in your school would be best placed to use this document?

What strategies would you use to get teachers to look inside and make use of the document?

What support/resources would teachers need to utilise this resource?

National Forum Activity 2

Slides

Slide 1

Aims

Participants will:

- understand the goals of the *National Statement* in developing an Asia-engaged student and consider the implications for school planning
- explore the capacity of the *Asia Scope and Sequence* documents to support curriculum planning and implementation
- identify possible school change strategies

Slide 2

- *Statements of Learning* have been developed and approved by MCEETYA in English, mathematics, science and civics and citizenship. It was agreed that the *Statements of Learning* would describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9. These Statements are to guide the future development of relevant curriculum documents in States/Territories. http://www.mceetya.edu.au/mceetya/statements_of_learning,22835.html
- State/Territory curriculum frameworks are gradually being aligned to the *National Statements of Learning*

Slide 3

- Logical links to the study of Asia identified in the *Statements of Learning for English* and, therefore common to all States and Territories, are centred on the aims that students develop:
 1. a knowledge of a broad range of texts
 2. an understanding of the ways in which texts may be interpreted and constructed according to cultural, social and personal backgrounds and contexts
 3. the capacity to use texts to make sense of one's world, to broaden and promote shared cultural understandings, to exercise judgement and responsibility in matters of morality, ethics and social justice, and to prepare one for lifelong learning.

Slide 4

- *Asia Scope and Sequence* documents have been developed for the English, Studies of Society and Environment (SOSE) and The Arts
- Each *Asia Scope and Sequence* document focuses on Lower Primary, Upper Primary, Lower Secondary and Middle Secondary levels of schooling
- The *Asia Scope and Sequence* documents are supported by a series of units of work and a short professional learning workshop. These are included in participants' Tool Kit and are available on the AEF website www.asiaeducation.edu.au

National Forum Activity 2

PowerPoint presentation

National Forum Activity 2

Aims

Participants will:

- understand the goals of the National Statement in developing an Asia-engaged student and consider the implications for school planning
- explore the capacity of the *Asia Scope and Sequence* documents to support curriculum planning and implementation
- identify possible school change strategies



Leading 21st Century Schools: Engage with Asia

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Slide 1

National Forum Activity 2

• *Statements of Learning* have been developed and approved by MCEETYA in English, mathematics, science and civics and citizenship. It was agreed that the *Statements of Learning* would describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9. These Statements are to guide the future development of relevant curriculum documents in States/Territories.

www.mceetya.edu.au/mceetya/statements_of_learning.22835.html

• State/Territory curriculum frameworks are gradually being aligned to the *National Statements for Learning*



Leading 21st Century Schools: Engage with Asia

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Slide 2

National Forum Activity 2

PowerPoint presentation

National Forum Activity 2

Logical links to the study of Asia identified in the Statements of Learning for English and, therefore common to all States and Territories, are centred on the aims that students develop:

1. a knowledge of a broad range of texts
2. an understanding of the ways in which texts may be interpreted and constructed according to cultural, social and personal backgrounds and contexts
3. the capacity to use texts to make sense of one's world, to broaden and promote shared cultural understandings, to exercise judgement and responsibility in matters of morality, ethics and social justice, and to prepare one for lifelong learning.



Leading 21st Century Schools: Engage with Asia

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Slide 3

National Forum Activity 2

- *Asia Scope and Sequence* documents have been developed for the English, Studies of Society and Environment (SOSE) and The Arts
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Leading 21st Century Schools: Engage with Asia

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Slide 4

Leading 21st Century Schools Project National Forum Activities

Activity 3: How to build an Asia focus in my school?

Duration: 1 hour 30 minutes

Time	Activity	Resources
0-30	<p>Step 1 OUTLINE the aims Show Slide 1 Participants will:</p> <ul style="list-style-type: none"> ■ Learn of good practice undertaken by schools ■ Gain an understanding of key strategies to audit curriculum, resources and expertise ■ Identify possible change strategies <p>INTRODUCE the purpose of the text, <i>Now more than ever before we live in one world</i>:</p> <ul style="list-style-type: none"> ■ The text is designed to provide first-hand case studies from teachers and Principals who have been involved in making change in their schools ■ This text provides authentic examples of studies of Asia and internationalised curriculum - how it looks in practice in a school or classroom. ■ The case studies show schools at different stages in the development of whole-school approaches to integrating studies of Asia in curriculum policy. <p>ASK participants to work in pairs with someone new. ASK each pair to read and discuss one of the following case studies from <i>Now more than ever before we live in one world</i>. ALLOCATE case studies at random or let groups self-select ensuring that all case studies are considered.</p> <ul style="list-style-type: none"> ■ In secondary schools Page 10 ■ In primary schools Page 7 ■ Early days Page 13 ■ Making a commitment real Page 14 ■ The small school Page 15 <p>In pairs respond to the focus questions: Show Slide 2</p> <ul style="list-style-type: none"> ■ What aspect of the account resonated with your experience? ■ Put yourself in the place of the subject of the case study, what other strategies or approaches could have been utilised? <p>CALL on one pair for each case study to respond. Seek further comment from others who considered the same case study.</p> <p>ASK for input as to: What might your starting point or next strategy be?</p>	<p>Slide 1</p> <p><i>Now more than ever before we live in one world</i></p> <p>Slide 2</p>
30-45	<p>Step 2 Assessing where your school is at Ask participants to consider where their school is at on a continuum 1 (from beginning) to 10 (embedded). Options:</p> <ol style="list-style-type: none"> 1. Use the continuum - Handout 1. 2. If there is enough space in the room, ask participants to put themselves in an imaginary line in order from being new to studies of Asia, to being an Asia-literate school. Participants to share their reasons for place on the continuum with the person next to them for a few minutes. Facilitator to seek comment from participants at different points of the continuum. 	<p>Handout 1</p>

Time	Activity	Resources
20-60	<p>3. Use Handout 2, Indicators of Asia literate school on Page 48 of a <i>Guide to Implementing the National Statement for Engaging Young Australians with Asia in Australian Schools Teacher and School Resource (Teacher and School Resource)</i></p> <p>ASK participants to share with their table where they think their school is at and what they would most like to do next?</p> <p>SEEK input from participants noting any commonalities, key issues about making such an assessment and consider how this activity may be undertaken when they return to their school.</p> <p>INDICATE that the next step will outline further strategies for assessing where their schools are at in relation to the inclusion of studies of Asia.</p>	Handout 2
45-55	<p>Step 3 Scanning the environment</p> <p>INTRODUCE session that will focus on some of the key tools to support change and the consideration of initial school change strategies.</p> <p>DRAW participants' attention to the three audit tools.</p> <p>The curriculum audit tools are taken from the <i>Teacher and School Resource</i> Pages 49 and 50</p> <ul style="list-style-type: none"> ■ Curriculum audit by year level ■ Curriculum audit by learning area/discipline/domain. The AEF has developed a staff inventory to capture expertise and interest. <p>ASK participants to examine these tools and consider how these may be utilised/adapted for their use.</p> <p>SEEK input from participants about other strategies that could be used.</p>	Handouts 3, 4 and 5
55-90	<p>Step 4 Planning for change</p> <p>ASK participants to get out the reflection card from Activity 1 and add any further reflections on the implications for them as Principals of what they have considered during the Forum Activities.</p> <p>ASK participants to consider their reflections on the implications for their school and identify what they plan to do as a consequence.</p> <p>PROVIDE Handout 6 and then draw participants' attention to some possible actions to implement the <i>National Statement</i>.</p> <p>Show Slide 3</p> <ul style="list-style-type: none"> ■ How might you organise a staff briefing so that staff are familiar with the <i>National Statement's</i> purpose and are given the opportunity to explore its implications for the school? ■ How might you organise the documentation of your school's delivery of studies of Asia? ■ How might you develop a special event to focus the school community on the need to engage with Asia? ■ How might you enlist the support of your school leadership team? ■ How might you audit teacher, student, parent and community resources that could be used to help promote students' understandings of Asia? ■ How might you establish an Engage with Asia project group – who would be on it and what would its terms of reference be? <p>ASK participants to complete Handout 6.</p>	<p>Reflection card</p> <p>Handout 6</p> <p>Slide 3</p>

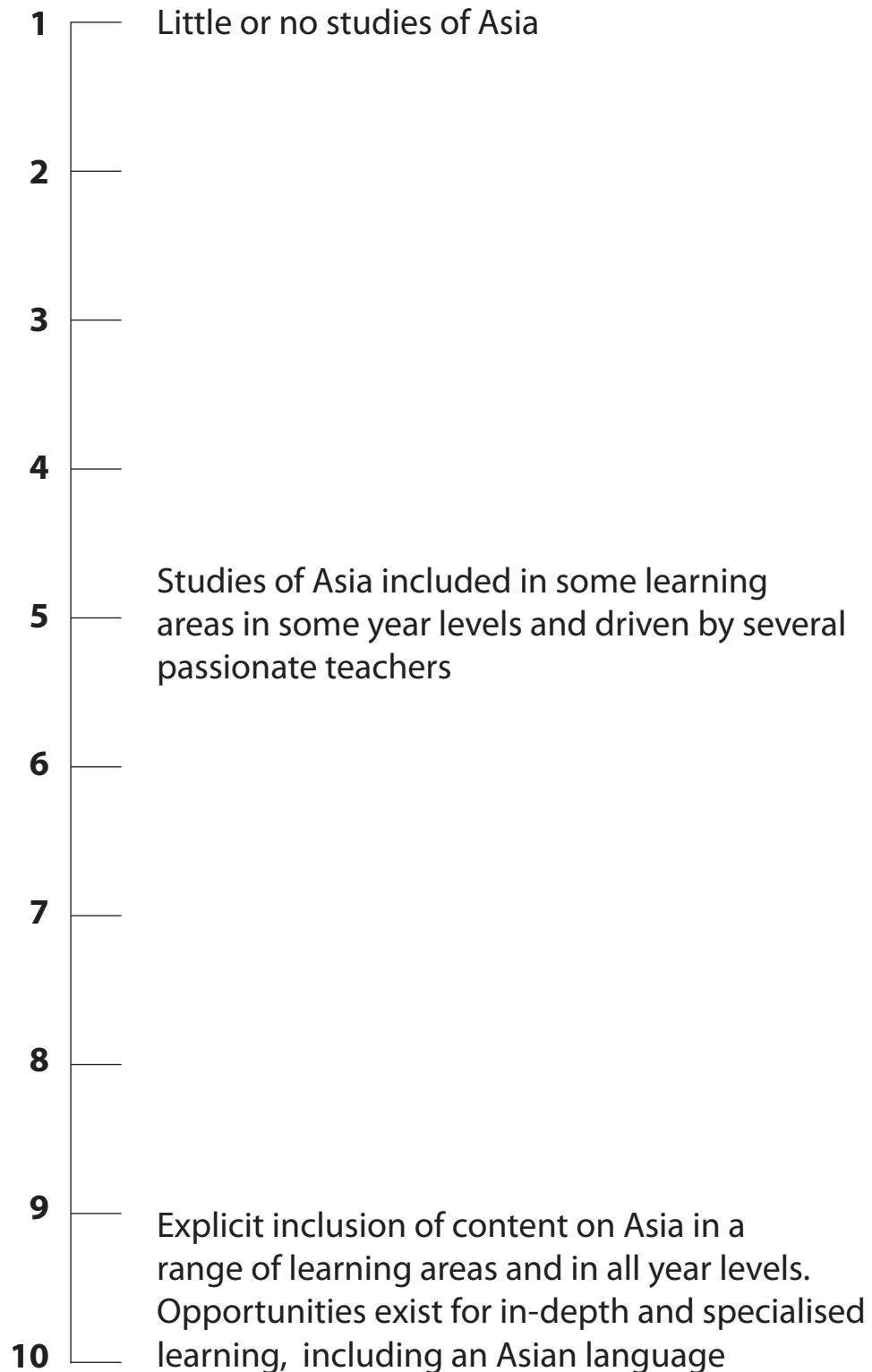
NATIONAL FORUM ACTIVITIES

Time	Activity	Resources
55-90	<p>SEEK input from participants about one key action noting commonalities and key issues.</p> <p>OUTLINE the next steps in the Leading 21st Century Schools Project – statewide meeting and network activities.</p> <p>DRAW participants’ attention to the Tool Kit Modules and the resources.</p> <p>SEEK input from participants about their particular needs and confirm topics for next statewide meeting.</p> <p>COLLECT Handout 6 so that plans can be recorded by the STCG to support the development of the program or the forthcoming statewide meeting. Handouts will be returned to participants by mail.</p> <p>REMIND participants of the support available locally, mechanisms for communication and the resources available locally and via the AEF.</p> <p>Links to Tool Kit Modules 3 and 4</p>	

National Forum Activity 3

Handout 1

Plot where you think your school is at in relation to being an Asia-engaged school



National Forum Activity 3

Handout 2

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 <i>National Statement</i> .		
Studies of Asia and Australia are integrated with other education priorities (e.g. the local curriculum, values, civics and citizenship).		
School leadership actively supports the studies of Asia and Australia program.		
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 program.		
Students have the opportunity to learn an Asian language.		
Staff can undertake studies of Asia and Australia professional learning activities.		
Opportunities to interact with counterparts from Asia are supported eg conferences/study tours/exchanges.		
Studies of Asia and Australia have a visual presence in the school and are celebrated.		
Your own indicator:		

National Forum Activity 3

Handout 3

Auditing the curriculum by year level

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

National Forum Activity 3

Handout 4

Auditing the curriculum by learning area/discipline/domain

Learning area:			
Year Level	Studies of Asia content, theme or integrated unit	Related programs	Duration of activity
Year 7			
Year 8			
Year 9			
Year 10			
Across year levels			

National Forum Activity 3

Handout 5

Staff Inventory

Name	Personal experience and interest in Asia
J. Blow	Completed undergraduate study on Indonesia. Travelled through Indonesia, surfing off Java, 1981. Taught Indonesian History in Year 10, 1998-2008. Attended an AEF professional learning course, 2002.

National Forum Activity 3

Handout 6

Name: _____

Reflection and planning

What are the implications of what has been presented for me and my school? 1.	What do I plan to DO as a consequence?
2.	
3.	
What resources/expertise might be helpful? What further information or support do I need to bring about change?	

National Forum Activity 3

Slides

Slide 1

Participants will:

- learn of good practice undertaken by schools
- gain an understanding of key strategies to audit curriculum, resources and expertise
- identify possible change strategies

Slide 2

- What aspect of the account resonated with your experience?
- Put yourself in the place of the subject of the case study, what other strategies or approaches could have been utilised?

Slide 3

- How might you organise a staff briefing so that staff are familiar with the *National Statement's* purpose and are given the opportunity to explore its implications for the school?
- How might you organise the documentation of your school's delivery of studies of Asia?
- How might you develop a special event to focus the school community on the need to engage with Asia?
- How might you enlist the support of your school leadership team?
- How might you audit teacher, student, parent and community resources that could be used to help promote students' understanding of Asia
- How might you establish an Engage with Asia project group – who would be on it, what would its terms of reference be and what resources may be available?

National Forum Activity 3

PowerPoint presentation

National Forum Activity 3

Aims

Participants will:

- learn of good practice undertaken by schools
- gain an understanding of key strategies to audit curriculum, resources and expertise
- identify possible change strategies



Leading 21st Century Schools: Engage with Asia

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Slide 1

National Forum Activity 3

- What aspect of the account resonated with your experience?
- Put yourself in the place of the subject of the case study, what other strategies or approaches could have been utilised?



Leading 21st Century Schools: Engage with Asia

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Slide 2

National Forum Activity 3

PowerPoint presentation

National Forum Activity 3

- How might you organise a staff briefing so that staff are familiar with the *National Statement's* purpose and are given the opportunity to explore its implications for the school?
- How might you organise the documentation of your school's delivery of studies of Asia?
- How might you develop a special event to focus the school community on the need to engage with Asia?
- How might you enlist the support of your school leadership team?
- How might you audit teacher, student, parent and community resources that could be used to help promote students' understanding of Asia
- How might you establish an Engage with Asia project group - who would be on it, what would its terms of reference be and what resources may be available?



Slide 3

Notes